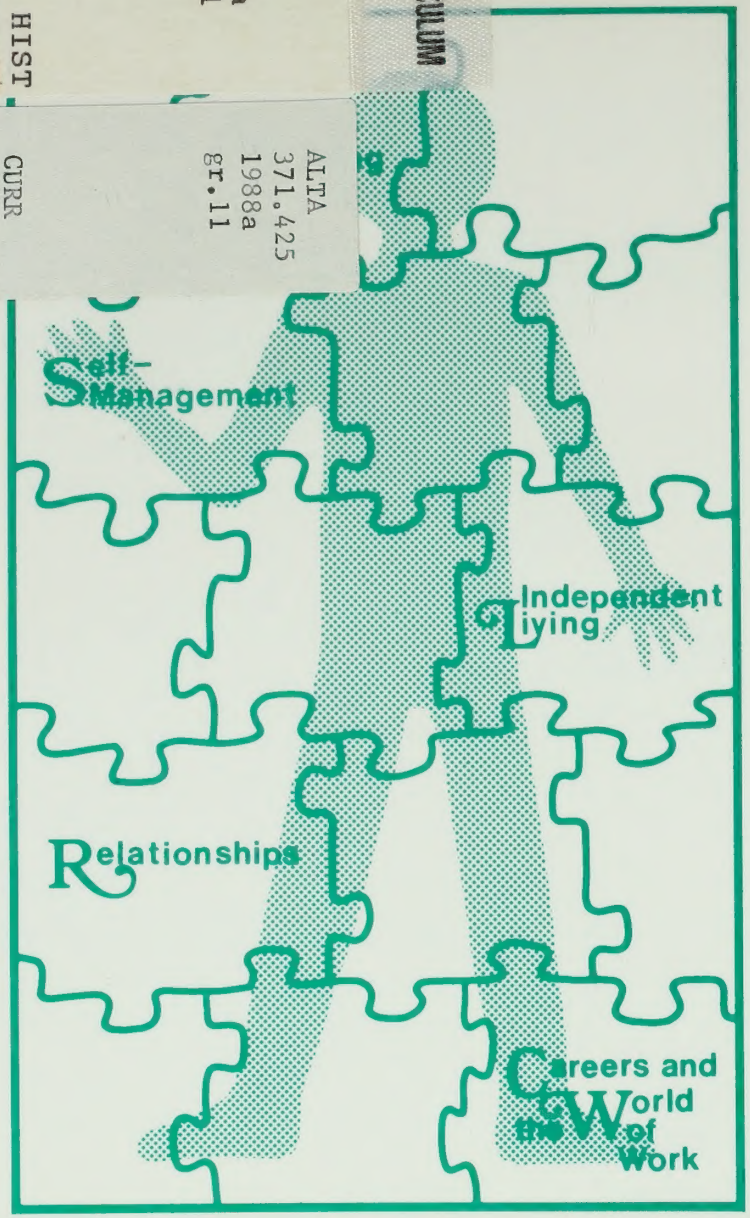
CURR HIST
HF
5381
A333
1988a
gr.11
CURRICULUM
CURR
ALTA
371.425
1988a
gr.11



CAREER AND LIFE MANAGEMENT 20

CURRICULUM GUIDE

TEACHER RESOURCE MANUAL, 1988

CORE PROGRAM

Curriculum Support

Alberta EDUCATION

QUAECUMQUE VERA
EX LIBRIS
UNIVERSITATIS
ALBERTÆNSIS

CAREER AND LIFE MANAGEMENT 20

TEACHER RESOURCE MANUAL

CORE PROGRAM

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Career and life management 20 : core program : teacher resource manual.

ISBN 0-7732-0081-0

1. Life skills -- Alberta -- Study and teaching. 2. Career education -- Alberta. I. Title.

HF 5381.A33 1988 371.425

Copyright © 1988, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

Permission is hereby given by the copyright owner for any person to reproduce this teacher resource manual or any part thereof for educational purposes and on a non-profit basis.

ACKNOWLEDGEMENTS

Alberta Education expresses its appreciation to those individuals and organizations who assisted in the development and production of this manual. Development work was done primarily by the Career and Life Management (CALM) Project Team and the members of the CALM Sub-Committee and Steering Committee.

STEERING COMMITTEE

Wes Brooks, Grande Prairie Composite High School, Grande Prairie School District No. 2347

Carol Cameron, Community Health Division, Alberta Community and Occupational Health

Sandie Darrell, Public Health Division, Alberta Community and Occupational Health

Barrie Day, Training Services, Alberta Career Development and Employment

Char Deslippe, Father Patrick Mercredi Community High School, Fort McMurray RCSS District No. 32

Peter Ditchburn, Strathcona–Tweedsmuir School

Maryanne Doherty, Faculty of Home Economics, University of Alberta; Calgary Regional Office of Education

Bart Eisen, Student Personnel Services, County of Smoky Lake No. 13

Bonnie Ewasyshyn, Training Services, Alberta Career Development and Employment

Sondra Goodman, Division of Personnel, Calgary School District No. 19

Lawrence Hrycan, Ponoka Composite High School, County of Ponoka No. 3

Joyce Krysowaty, Instructional Consultant/Psychologist, County of Leduc No. 25

Donna Mitchell, Student Services, County of Strathcona No. 20

Grace McPike, Secondary Education, County of Strathcona No. 20

Ken W. Shields, Consumer Education and Information, Alberta Consumer and Corporate Affairs

Bruce Stewart, Special Educational Services, Alberta Education

SUBCOMMITTEE

Carol Cameron, Community Education Services, Alberta Alcohol and Drug Abuse Commission

Don Chomyc, Guidance, Counselling and Career Development, Edmonton School District No. 7

John Edey, Harry Ainlay Composite High School, Edmonton School District No. 7

John McNeil, Sir Winston Churchill Senior High School, Calgary School District No. 19

Norma Mitchell, Family Financial Counselling, Alberta Consumer and Corporate Affairs

Doreen Pritchett, St. Francis Senior High School, Calgary RCSS District No. 1

Dan Reilly, Camille J. LeRouge Collegiate, Red Deer RCSS District No. 17

John Seaborn, Health Education Division, Calgary Health Services

Helen Siemens, Home Economics/Health/Family Life, Calgary School District No. 19

Donna Starr, Consultant, Calgary School District No. 19

Carol Steen, Counselling and Special Programs, Lethbridge Collegiate Institute, Lethbridge School District No. 51

Faye Wiesenberg, Career Information Services Branch, Alberta Career Development and Employment

CALM PROJECT TEAM

Sharon Prather, Program Manager
Maryanne Doherty, Curriculum Design Coordinator
Diane Smith, Curricular Assistant
Janet Forest , Learning Resources Assistant

Special recognition and appreciation are extended to:

David Peat, Learning Theory Consultant
Sandra Pace, Learning Theory Consultant
Mary Burchak, Process Consultant
Terry Kernaghan, Curriculum Coordinator
Joyce Krysowaty, I.O.P. Consultant
Edward Asp, I.O.P. Consultant
Donna Patterson, Researcher
Lynne Tetzlaff, Secretarial Support

Teachers and students also provided essential feedback during the assessment process, and other school-based personnel (counsellors, librarians, colleagues and school system administrators) assisted with various aspects of the development of this manual. In particular, we acknowledge with appreciation the generous sharing of ideas, lessons and activities of the following teachers involved in the 1986-87 field tests.

SEMESTER I

Colleen Greer, E.W. Pratt High School, High Prairie School Division No. 48

Sandra Chevalier, Father Patrick Mercredi Community High School, Fort McMurray RCSS District No. 32

Pierrette Plume, Notre Dame Junior/Senior High School, Lakeland RCSS District No. 150

Sheila Scharmann, Legal School, Legal School District No. 1738

Patricia Wagner, Bonnie Doon Composite High School, Edmonton School District No. 7

Merv Lutes, M.E. LaZerte Composite High School, Edmonton School District No. 7

Linda May, Sturgeon Composite High School, Sturgeon School Division No. 24

Richard Cherniwchan, Niton Central School, Yellowhead School Division No. 12

Shirley Witholt, Blessed Sacrament School, Wainwright RCSS District No. 31

Joan Godbout, John Maland High School, Devon School District No. 4972

Marline Poon, Forest Lawn High School, Calgary School District No. 19

Ken McMillan, Hussar School, County of Wheatland No. 16

Jan Skaluba, Olds Junior/Senior High School, County of Mountain View No. 17

Linda Woitas, St. Francis High School, Calgary RCSS District No. 1

Rick Homan, Lethbridge Collegiate Institute, Lethbridge School District No. 51

Debbie Worobec, Spruce Grove Composite High School, County of Parkland No. 31

John Phelan, Bev Facey Composite High School, County of Strathcona No. 20

Benita Bannerman, Lindsay Thurber Comprehensive High School, Red Deer School District No. 104

Jim McConnell, Strathcona-Tweedsmuir School

Richard Livingston, St. Michael's School, Bow Island RCSS District No. 82

Myron Deardon, Camille J. Lerouge Collegiate, Red Deer RCSS District No. 17

SEMESTER II

John McEwen, Old Scona Academic High School, Edmonton School District No. 7

Allan Melnychuk, Jasper Place Composite High School, Edmonton School District No. 7

Betty Leadbeater, McNally Composite High School, Edmonton School District No. 7

Marion Kurney, Queen Elizabeth Composite High School, Edmonton School District No. 7

Gary Frost, John Maland High School, Devon School District No. 4972

Irene Washlyk, Holy Trinity Catholic Community High School, Edmonton RCSS District No. 7

Joan Florean, Forestburg High School, County of Flagstaff No. 29

Peter Reddekopp, Acme High School, Three Hills School Division No. 60

Marilyn Lehman, South Central High School, Acadia School Division No. 8

Raymond Hoger, McCoy High School, Medicine Hat RCSS District No. 21

Dan Redmond, Dr. W.J. Collett, Rocky View School Division No. 41

Cathy McLean Stearns, Central Memorial High School, Calgary School District No. 19

Merle Adams, Dr. E.P. Scarlett High School, Calgary School District No. 19

Vicki Brister, St. Francis High School, Calgary RCSS District No. 1

Richard Fox, Cardston High School, Cardston School Division No. 2

Dee Wilson, Ponoka Composite High School, County of Ponoka No. 3

Many organizations outside of the school systems were involved in validating the curriculum and helped ensure that what was included reflected the most recent knowledge and procedures. We thank them for their generous donation of time and resources.

In addition, the following individuals provided invaluable assistance in the production of this document:

Word Processing: Jan Cruickshank, Esther Yong, Cheryl Stoochnoff, Lynne Tetzlaff, Tania Pander, Melanie Rasmussen
Editing: Lisa McCardle
Copy Editing: Kim Blevins

Many of the suggestions included in this manual are similar to other curriculum documents which have objectives related to those of the CALM curriculum. We acknowledge the advantage of having had this opportunity and hope that other curriculum developers will find the Career and Life Management curriculum documents equally useful.

For further information on the Career and Life Management Program, contact Curriculum Support Branch, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K OL2. Telephone: (403) 422-4872.

USING THIS MANUAL

This Teacher Resource Manual is a support document developed to assist teachers who will be responsible for implementing the Career and Life Management core curriculum. Except where the information duplicates the course of studies, the material included in this manual should not be considered prescriptive in any way.

This Teacher Resource Manual has been developed to assist classroom teachers by providing:

1. further information about the goals and objectives of the core curriculum.

2. suggestions for planning and implementing the core program through including sample:

   - long-range plans
   - lesson plans
   - activities
   - worksheets
   - instruments for evaluation.

3. recommendations for assessing student achievement.

4. suggestions for establishing a local resource base which would include:

   - print and other media
   - school-based and school system-based
   - community organizations
   - government agencies.

5. suggestions for building thinking and communication skills.

6. suggestions for additions, extensions, and modifications of the program to accommodate the needs and learning styles of Integrated Occupational Program (IOP) students.

   Such modifications/specific suggestions are marked *IOP* and are enclosed within a box.

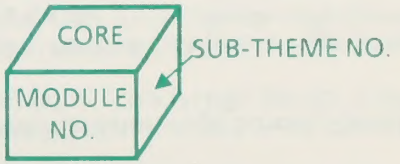
IOP

Teachers are encouraged to use this manual as a practical planning and instructional tool. Hopefully, teachers will add their own materials and replace those that do not suit the unique needs of their classes. The document is produced on white paper to facilitate duplication. Teachers may wish to insert dividers for efficient reference.

Each module provides a detailed correlation of learning expectations to:

- expected learning process
- authorized resources
- teaching notes, if appropriate.

Each sub-theme is coded as follows:



Optional Modules: Teacher Resource Manual

This Teacher Resource Manual for the core program should be used in conjunction with the Teacher Resource Manual developed to support the optional modules. The *Teacher Resource Manual – Optional Program* is available from the Learning Resources Distributing Centre (427–2767).

TABLE OF CONTENTS

Page

Acknowledgements iii

Using This Manual vi

SECTION I: INTRODUCTION

An Overview of Career and Life Management 3

Structure of the Program 4

Assumptions Upon Which CALM is Based 10

Meeting Developmental Needs of Senior High Students and Integrated Occupational Program Students 11

Developing Desirable Personal Characteristics 16

Essential Concepts, Skills and Attitudes 18

SECTION II: GENERIC SKILLS

Generic Skills 21

Dealing With Feelings 21

Building Communication Skills 22

Enhancing Thinking Skills 23

SECTION III: PROGRAM PLANNING

Recommendations for Implementing and Administering the Program 39

Planning the Course 40

Recommended Time Allocations 45

Liaison Within the CALM Program: Role Descriptions . 46

CALM Support Network 49

Page

Building Classroom Climate 50

Instructional Approach and Strategies 54

Guidelines for Student Evaluation 59

SECTION IV: THEMES

Theme Organization 75

Suggestions and Modifications of Themes for IOP Students 76

Theme A: Self-Management 77

Theme B: Well-Being 101

Theme C: Relationships 121

Theme D: Careers and the World of Work 141

Theme E: Independent Living 159

APPENDICES

A: Student Reference Manual 179

B: Suggested Professional Readings 180

C: Relationship to Other Courses 182

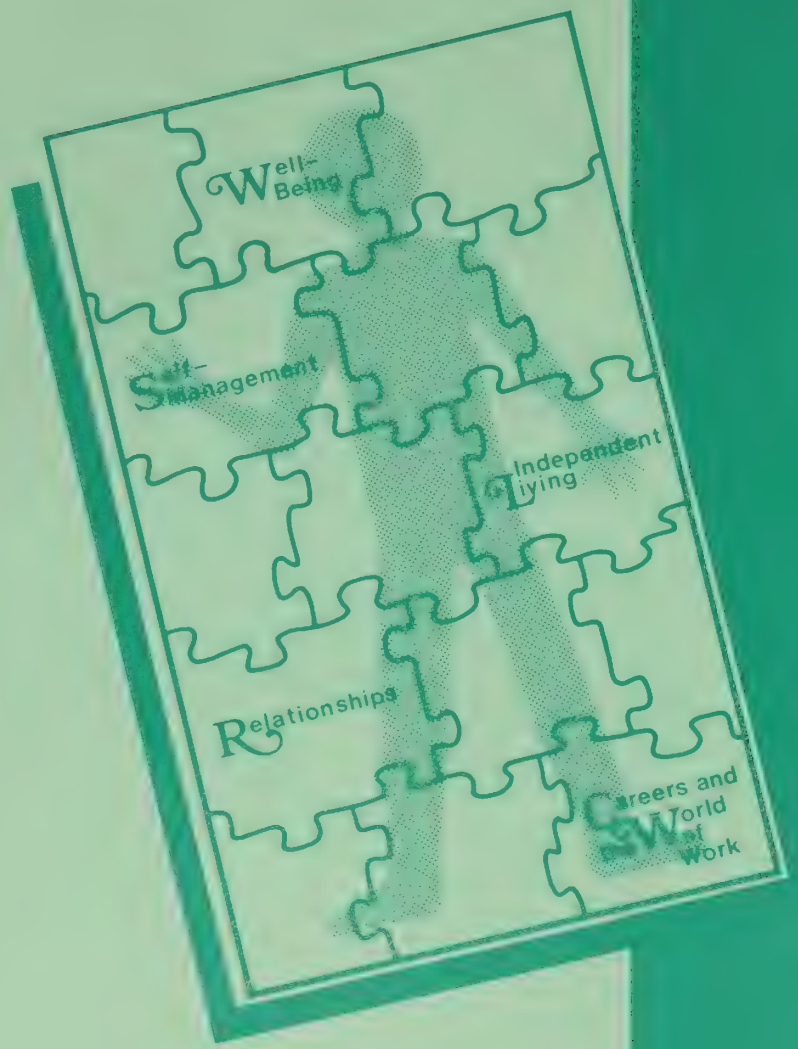
1. Other High School Courses 182

2. Elementary and Junior High Health and Personal Life Skills Program 183

D: Department of Education Policy re: Controversial Issues in the Classroom 185

E: Approved Resources 186

F: IOP "Text–nique" 196



SECTION I

INTRODUCTION

AN OVERVIEW OF CAREER AND LIFE MANAGEMENT

Effective September 1989, Career and Life Management (CALM) will become a compulsory course for all Alberta high school students who wish to qualify for a high school diploma. The program resulted from recommendations by the public and educators during the 1984-85 review of secondary education. The course description as outlined in the *Secondary Education Review* Policy Statement, June 1985 covers a broad range of topics:

> *career, personal finance, and life management skills, including personal development, interpersonal relationships, effective learning skills, career planning skills and attitudes required in the workplace, preventative alcohol and drug education, and other relevant societal issues.* (page 24)

Career and Life Management 20 is also a requirement of the Certificate of Achievement. Many of the courses within the Integrated Occupational Program which lead to the Certificate of Achievement complement skills, knowledge and attitudes addressed in Career and Life Management 20. This is particularly true of Theme D: Careers and the World of Work and Theme E: Independent Living.

The CALM curriculum focuses on what is important to the student <u>now</u>. Within the limited time available for the course, it was necessary to limit the scope of the topics to be addressed and the depth to which those topics would be studied. Even with a fairly ruthless eye to keeping the program expectations feasible in the time allowed, the breadth of content precludes in-depth study of any one area.

The <u>way</u> in which CALM is presented is as important as <u>what</u> the students study. The objective of CALM is to develop students' ability to think and communicate on issues that have impact on their daily lives. To do this, students need to experience and to practise. They need first to 'PROCESS' the information, relating it to themselves and their environment.

Students need to build confidence in themselves, in their ability to apply strategies to cope with the frustrations of life, and to recognize opportunities that will help them meet their personal goals. To do this, students need a supportive environment that allows them to establish realistic, individually defined expectations. They need to recognize the close linkages among the various aspects of their lives and to learn to assess the broader consequences of the decisions they make

During the early stages of curriculum development, the first draft of the program was presented at a symposium involving over 120 participants from various interest groups and agencies. The support for the program was encouraging and a number of recommendations were made and incorporated into the program. A questionnaire was developed and distributed to over 200 high school students. The students, too, indicated strong support for and interest in the program. Other groups and individuals were invited to review the program during the development process.

The curriculum and resources were field tested in both the fall and spring semesters of the 1986–87 school year. In 1987–88 the course, available on an optional basis, was monitored and fine tuned. The Minister of Education gave final authorization to the program in May 1988. Career and Life Management 20 is the final link in a mandatory health program which is now available to all elementary and junior high students. The goals and objectives are fundamentally the same throughout the courses; the differences reflect the changing needs and developmental level of the maturing student. (See Appendix C for an outline of the themes and sub-themes for the elementary and junior high health courses)

STRUCTURE OF THE PROGRAM

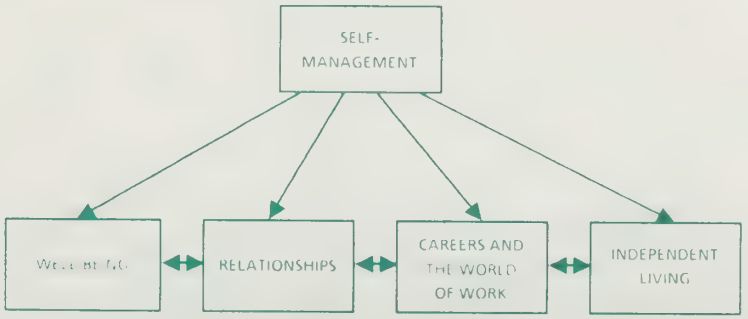
Career and Life Management 20 may be offered for three, four, or five credits. The course code is 2416. The program is organized into two sections:

- core
- optional

The 3-credit core course is a graduation requirement for the General and Advanced High School Diplomas and the Certificate of Achievement for students entering Grade 10 in September 1988. Schools may also offer Career and Life Management 20 for four or five credits by adding one optional module (Total = four credits) or two optional modules (Total = five credits) to the 3-credit core course.

CORE CURRICULUM

The core curriculum is organized into five required, interrelated themes.



OPTIONAL CURRICULUM

Five optional modules have been developed to provide more in-depth study of topics introduced in the 3-credit curriculum. Each module is designed as 25 hours (one credit) of instruction. Teachers may choose one or two modules from these five options:

1. Human Sexuality
2. Dealing with Crises
3. Entrepreneurship
4. Consumer and Investment Choices
5. Cultural Bridges

All modules are designed to be integrated within the core curriculum. Modules 3 and 4 are suitable for independent study. Schools should select modules that are particularly relevant to their students, teaching expertise and resource support. Module 1: Human Sexuality, requires approval of the school board. Parents may withdraw students from Module 1 by indicating in writing their wish to do so.

When selecting optional modules, the following should be considered:

1. student needs and interests
2. teacher background and experience
3. school and community support networks that are available
4. related complementary programs already available within the school
5. related programs offered in previous grades (e.g., junior high health).

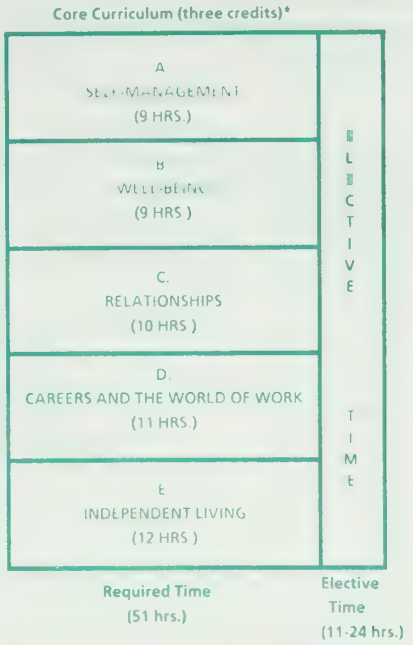
CURRICULUM STRUCTURE

REQUIRED-ELECTIVE FORMAT

It is recognized that each student will bring a wide range of background knowledge and skill to each theme and module -- a result of prior study, level of maturity, family background or personal experience.

Required Time

All objectives and learning expectations are required. Minimum time allocations are recommended for each theme to ensure students address each of the key elements of the curriculum and recognize the interrelationship and interdependence of the topics.

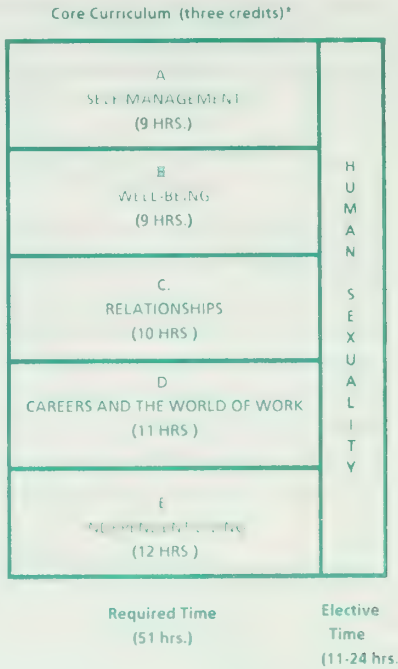


* 3-credit courses require 62-75 hours of instruction.

Elective Time

In the core program, a range of 11-24 hours is available as elective time. Some students may need additional support and reinforcement in a particular learning expectation or objective where they have limited background or skill. Some students will need enrichment if they are already able to reach the level(s) of learning process designated for the learning expectations.

Human Sexuality may be integrated into the 3-credit core course by using the 11-24 hours designated as elective time to teach selected components of the Human Sexuality module. Schools will select which learning expectations from the Human Sexuality module should be addressed.



* Schools may still expand the course to four or five credits, but may only select from the four remaining modules: Dealing with Crises, Entrepreneurship, Consumer and Investment Choices, and Cultural Bridges.

THEME/MODULE COMPONENTS

Each theme and optional module includes:

- teacher background information
- objectives
- overview of the sub-themes
- previous study
- learning expectations
- learning processes
- sample evaluation techniques
- sample lesson plans
- additional learning experiences.

Learning expectations, sub-themes and themes may be sequenced at the discretion of the teacher. Two or more learning expectations can be effectively combined to reinforce the interrelationship of the themes and the interdependence of the concepts.

The learning process (recommended level of thinking skill or strategy) is defined for each learning expectation. These learning processes are explained in more detail in "Instructional Approach and Strategies" on page 54.

CHOICES AND CHALLENGES

Each theme and module concludes with a sub-theme called "Choices and Challenges".

The goal of this sub-theme is to encourage students to identify and make personal plans (choices and challenges) that relate to the theme's objectives. In Choices and Challenges students should:

1. reflect on previous choices (decisions)
2. reassess their strengths, talents and aptitudes
3. define one or more challenge(s) they presently face (or may face in the future)
4. prepare a plan of action to deal with the defined challenge(s)

As life involves a series of challenges which require individuals to make choices (decisions) each day, the nature of these challenges and the resources that can be accessed change as the individual moves through life.

It is recommended that, in general, students direct their skills and knowledge to meet challenges that are important to them at this time. This should be particularly emphasized during study of the themes covered early in the course. As the course progresses, the challenges identified should extend from the short-term to the long-term and action plans should become more sophisticated. In Choices and Challenges, students have an opportunity to consolidate and reinforce topics that were dealt with in earlier themes.

TEACHING HUMAN SEXUALITY

Human Sexuality, as an area of study, is an optional component of CALM and may only be offered with the approval of the school board. Parents may withdraw their child from this area of study by submitting a letter to the school indicating their decision. The requirement for parental permission does not apply to students who have reached the age of majority or to those who are living independently.

It is important that parents are fully cognizant of the objectives, topics and resources which will be covered in the Human Sexuality module. This can be done through newsletters, establishing a parents' advisory committee, and/or holding parent information evenings.

IOP

It is recommended that the Human Sexuality module be integrated within the core themes in a 4- or 5-credit course for Integrated Occupational Program students.

SENSITIVE OR CONTROVERSIAL ISSUES

Because this program encourages students to focus on how they see themselves, how they cope with life's challenges and how they relate to others, sensitive or controversial issues may well arise. It must be remembered that many students are deeply concerned with personal selected issues at this stage of their lives

Before course implementation, teachers, school and school system administrators should establish a procedure to deal with such matters. A foundation for these procedures is provided in the Alberta Education policy, Controversial Issues in the Classroom (see Appendix D).

It is important that students and teachers protect the right to privacy and ensure the level of disclosure is appropriate. Negative comments about specific individuals within class discussions should be avoided.

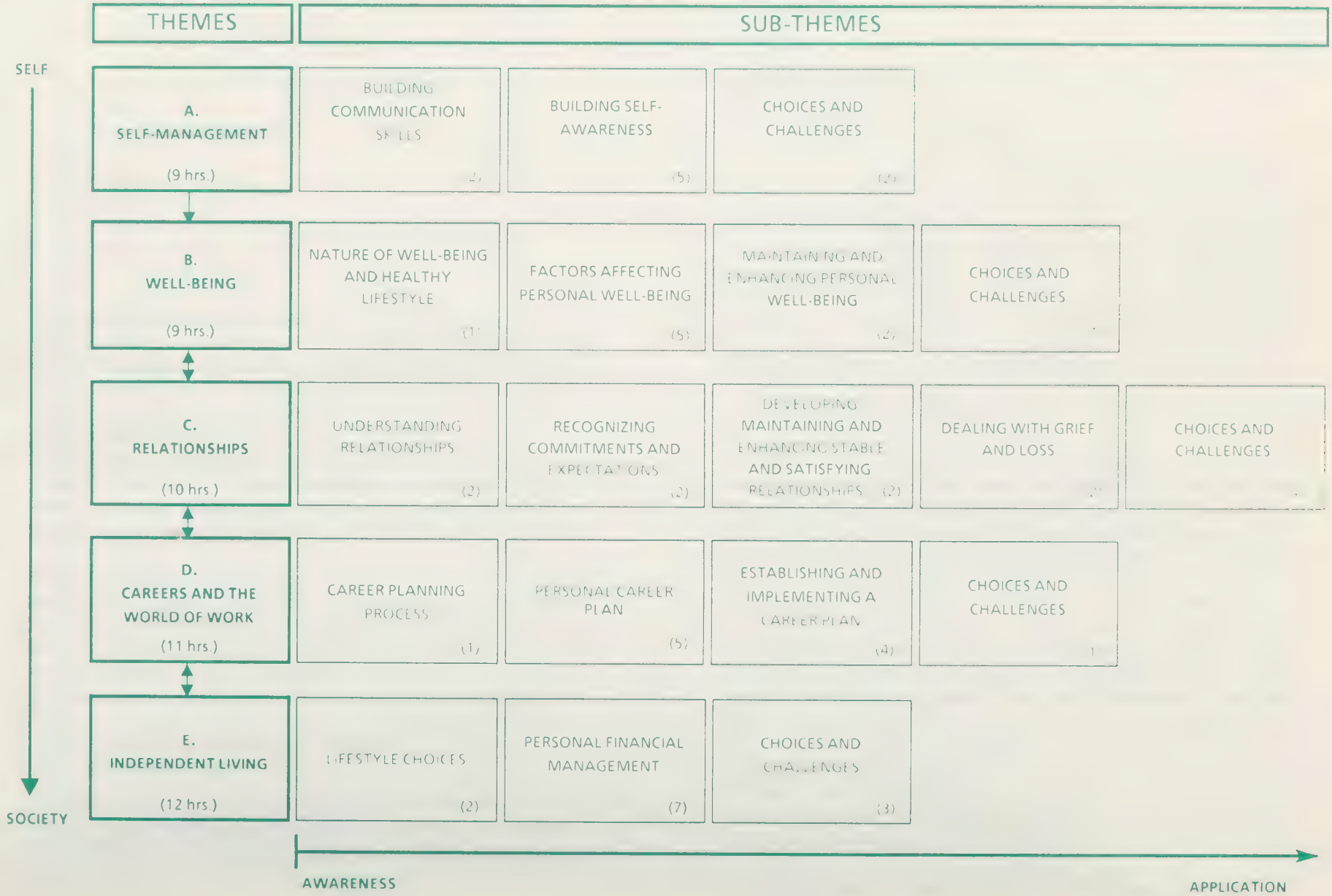
SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

CALM will benefit from the involvement and support of the family and community. The individual's self-concept, value systems, and relationships are influenced by the home, the community and the school.

In our changing society, the family structure now takes many forms, and the relationship of the individual within the community continues to evolve. As these changes to the family and society directly affect the student, appropriate involvement of family members or community representatives will provide valuable resource support

The potential role of the family, government agencies and the community are further outlined on pages 46-48 of this document and in the *Career and Life Management 20 Implementation Manual for Administrators, Counsellors and Teachers*.

CORE PROGRAM – OVERVIEW OF THEMES AND SUB-THEMES



OPTIONAL PROGRAM – OVERVIEW OF MODULES AND SUB-THEMES

MODULES	SUB-THEMES				
1. HUMAN SEXUALITY	SELF-MANAGEMENT	WELL-BEING	RELATIONSHIPS	WITHIN THE WORKPLACE	CHOICES AND CHALLENGES
2. DEALING WITH CRISES	PERSONAL CONTROL AND SELF-MANAGEMENT	PRESSURE POINTS	MAINTAINING BALANCE	MAINTAINING CONTROL	CHOICES AND CHALLENGES
3. ENTREPRENEURSHIP	UNDERSTANDING ENTREPRENEURSHIP	IDEA GENERATION	ESTABLISHING AND IMPLEMENTING A CAREER PLAN	CHOICES AND CHALLENGES	
4. CONSUMER AND INVESTMENT CHOICES	FINANCIAL GOAL SETTING	PERSONAL INVESTMENT CONSIDERATIONS	TYPES OF INVESTMENT	TAX IMPLICATIONS	CHOICES AND CHALLENGES
5. CULTURAL BRIDGES	BUILDING CULTURAL FOUNDATIONS	SELF-ASSESSMENT	IMPROVING PERSONAL WELL-BEING	PERSONAL RELATIONSHIPS AMONG CULTURES	CHOICES AND CHALLENGES

ASSUMPTIONS UPON WHICH CALM IS BASED

The development and implementation of the Career and Life Management curriculum is based on a number of assumptions, in particular that all people have or can develop the skills and abilities that allow them to participate fully and successfully in society.

STUDENT

- Students are making the transition from dependence to independence; both psychologically and economically.
- Students should be challenged and motivated in a manner that is appropriate to their unique needs and interests.
- Students are aware of the need to manage their lives effectively and will respond to opportunities that help them with this management.
- Students in Canada face a challenging future that offers many positive options and opportunities. The rich environmental and cultural resource base within Alberta provides a firm foundation for the future.
- Students can and do make reasoned decisions. Courses such as CALM will help them improve the quality of their decisions and the efficiency with which they make them.
- Students are at varying points in their cognitive, affective and physical development and need to receive as much individual attention as is possible.
- Students function best when the content, instructional strategies, and learning activities suit their special needs and learning styles.

TEACHER

- Teachers are committed to helping the whole child become a mature, responsible adult. Teachers can, and do, move beyond a focus on subject disciplines to respond to the intellectual, social and ethical needs of the student.
- Teachers have or can acquire the necessary skills to implement the objectives of this course.
- Teachers and school administrators are best able to judge how to present the program to meet the unique needs of the students and to use local resources effectively.

TEACHER AND STUDENT

- Teachers and students can establish a trusting relationship and supportive classroom environment that will encourage sharing, responsiveness and personal growth.

MEETING DEVELOPMENTAL NEEDS OF SENIOR HIGH STUDENTS AND INTEGRATED OCCUPATIONAL PROGRAM STUDENTS

Following is a list of general characteristics that tend to be common to most high school students. The characteristics listed in column one describe the high school student. Column two provides suggestions which can be applied in daily classroom activities to help students develop physically, cognitively and affectively. Column three indicates those sections of the core program and optional modules that deal in particular with those suggestions. It should be noted that it is unwise to apply these general characteristics to individual students.

STUDENT CHARACTERISTICS	*SUGGESTIONS FOR TEACHERS OF CAREER AND LIFE MANAGEMENT*	*CURRICULUM CORRELATION*
1. *PHYSICAL*		
Development of strength, endurance, and coordination complete although skeletal growth may continue, particularly in males.	Help students recognize and accept their physical characteristics.	Theme A
Most girls have attained secondary sexual development.	Encourage students to experience a variety of leisure activities.	Theme B Module 2
Some boys are in the process of attaining secondary sexual development.	Assist students to define and accept their sexuality as a stage in the maturing process (interviews, discussions)	Theme B Module 1
	Provide opportunities for students to develop responsible decision making with regard to sexuality (role reversals, case studies, role plays).	Module 1
2. *COGNITIVE*		
Students move from a base of concrete operational thinking:	Provide a variety of instructional strategies that support students' progress from concrete to formal operations	All Themes All Modules
– think in logical terms about events and objects in their immediate experience – can classify, order and understand cause and effect – are present oriented – understand processes through using and experiencing them.	– provide examples that are pertinent to students (exploring relevant issues) – use a variety of presentational styles – sight, sound – encourage students to respond using a variety of styles – pictorial, verbal, print – break complex activities/projects into component parts – provide a variety of opportunities to simulate real life	

STUDENT CHARACTERISTICS

SUGGESTIONS FOR TEACHERS OF CAREER AND LIFE MANAGEMENT

CURRICULUM CORRELATION

2. *COGNITIVE (continued)*

In some subject areas, students are able to use formal operational thinking

- see things and reason in terms of possibilities or hypothesis
- can combine and synthesize operations
- coordinate complex sources of information or logical rules
- while still finding the present most relevant, able to project into the future
- able to examine, analyze and reflect on systems.

- encourage students to research and assess sources of information
- provide activities that encourage the development of organizational skills (Choices and Challenges)
- encourage short- and long-range planning (simulation, action planning, goal setting)
- define transition between present situation and future goals in specific terms (role playing)
- help students learn to analyze, critique, and recommend improvements (projects, field trips, research)
- provide opportunities to identify and reflect on possible opportunities and consequences (brainstorming, journals)

All Themes
All Modules

IOP

COGNITIVE INTELLECTUAL CHARACTERISTICS OF IOP STUDENTS

- *usually adapt better in the use of visual-motor abilities than in the use of language-related abilities*
- *some students have difficulty with spatial relationships and with temporal relationships*
- *memory may be a problem for some IOP students*
- *IOP students sometimes have difficulty synthesizing information*
- *many students may have holistic learning styles*
- *some students exhibit a short attention span*

- *Provide walk-through situations, simulations, role playing, interviews, practical problems, visual presentations, demonstrations*
- *Lecture approach should be limited*
- *Slow the pace of teacher talking*
- *Tape oral sessions*
- *Teachers should help students with interpretation of maps, blueprints, diagrams, etc.*
- *Use timelines, storyboard, flow charts*
- *Actively involve students. Mnemonic strategies and metacognitive strategies facilitate retention*
- *Provide frequent repetition and review*
- *Provide structured approach and overviews, advance organizers, schema, webs, diagrams, flow charts, summaries*
- *Give students a 'picture' of the final product. Use charts, maps, diagrams*
- *Provide varied, short activities*

STUDENT CHARACTERISTICS	SUGGESTIONS FOR TEACHERS OF CAREER AND LIFE MANAGEMENT	CURRICULUM CORRELATION
IOP		
COGNITIVE INTELLECTUAL CHARACTERISTICS OF IOP STUDENTS (continued) – ***some students may have difficulty with focusing and keeping on task*** – ***experiential learning is most appropriate***	– ***Use attention-getting and attention-monitoring strategies*** – ***Use a variety of contextual support (audio-visuals, models); learn through tasks***	All Themes All Modules
3. AFFECTIVE Students seek to establish a sense of identity: – personal – ethnic – career	Provide opportunities to share ideas, concerns and perceptions (discussions). Provide feedback and encouragement Ensure the learning environment is safe and supportive (classroom climate-building activities)	All Themes All Modules
IOP		
Students need to develop a more positive self-image.	*Increase time allotment for Theme A.* ***Provide positive feedback and opportunities for students to demonstrate strengths.***	Theme A
Students are more realistic in self-assessment. **Develop independence and autonomy.** **Begin to gain more equilibrium, confidence and balance in motives.** **While peer relations remain strong, students develop particular friendships.**	Provide opportunities to reflect and consider (journals, diaries, collages). Encourage students to focus on self-improvement based on their own objectives and criteria rather than on others' expectations. Build confidence Develop opportunities for students to discuss their growing independence; their concerns and needs (group discussions, role plays).	All Themes All Modules

STUDENT CHARACTERISTICS	SUGGESTIONS FOR TEACHERS OF CAREER AND LIFE MANAGEMENT	CURRICULUM CORRELATION
3. **AFFECTIVE (continued)**		
Students become more sensitive to needs of others.	Provide opportunities for students to take leadership roles (independent studies, projects, class presentations)	All Themes All Modules
IOP		
Some students tend to be more egocentric than their peers.	***Provide opportunities for role playing and for students to act empathetically.***	Theme A Theme C
Interactions with other sex become significant.	Accept importance of appropriate expression of emotion and provide a supportive environment for such expression.	All Themes Module 1
	Provide opportunities to define and express emotions (role playing, unfinished sentences, journals).	
IOP		
Some students may have difficulty reading and interpreting social situations.	***Provide models and opportunities (actual and simulated) for developing socially appropriate behaviour.***	Theme C
Moral development can vary considerably. Students are concerned about defining their own values and principles.	Help students see the changing emphasis in relationships (role play, case studies).	Theme C
	Provide opportunities for group interaction and problem solving (group discussions).	Themes A/B
	Provide support for role definition.	
	Discourage inappropriate stereotyping.	All Themes All Modules
	Provide opportunities for students to discuss and recommend solutions to moral dilemmas (simulations, role plays, debates).	

STUDENT CHARACTERISTICS	SUGGESTIONS FOR TEACHERS OF CAREER AND LIFE MANAGEMENT	CURRICULUM CORRELATION
3. AFFECTIVE (continued)		
Moral development can vary considerably. Students are concerned about defining their own values and principles.	Provide opportunities for students to examine alternative behaviours.	All Themes All Modules
	Recognize and discuss the role and impact of modeling in learning behavioural and moral skills.	
IOP		
4. ACADEMIC		
Literacy level (reading and written expressive skills) can vary considerably.	***Read expository material aloud to students and read together. Use comprehension aids for accessing information from expository material (see p. 56).***	All Themes
	Refer to 'Text-nique' for processing text content, Appendix F.	
	Avoid lengthy notetaking and written assignments.	
	Model writing skills.	
	Use word processors where appropriate.	
	Use strategies to edit work (see bibliography in Appendix B).	
	Encourage students to use a spelling dictionary.	
Reading and writing skills may limit test writing ability.	*Use personalized tests, oral tests, alternative* ***methods of evaluation (see p. 62).***	
Students tend to relate best to practical mathematics.	*Use real life mathematical problems (e.g.,* ***income tax, banking).***	
	Use calculators and models.	
Some students are in the early stages of developing organizational skills.	*Provide organizational structures; use flow charts, walk-through instruction.*	
Some students tend to act on impulse but can learn to be reflective.	*Encourage students to be reflective; model a* ***reflective orientation, and let students experience some natural consequences.***	

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the school's dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	has respect for the opinions and rights of others, and for property.
Responsible	accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	behaves in an open, consistent and equitable manner.
Tolerant	is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

Honest	is truthful, sincere, possessing integrity; free from fraud or deception.
Kind	is generous, compassionate, understanding, considerate.
Forgiving	is conciliatory, excusing; ceases to feel resentment toward someone
Committed to democratic ideals	displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
Loyal	is dependable, faithful; devoted to one's friends, family and country.

2. Intellectual Characteristics

Open-minded	delays judgments until evidence is considered, and listens to other points of view.
Thinks critically	analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
Intellectually curious	is inquisitive, inventive, self-initiated; searches for knowledge.
Creative	expresses self in an original but constructive manner; seeks new solutions to problems and issues.
Pursues excellence	has internalized the need for doing his/her best in every field of endeavour.
Appreciative	recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.

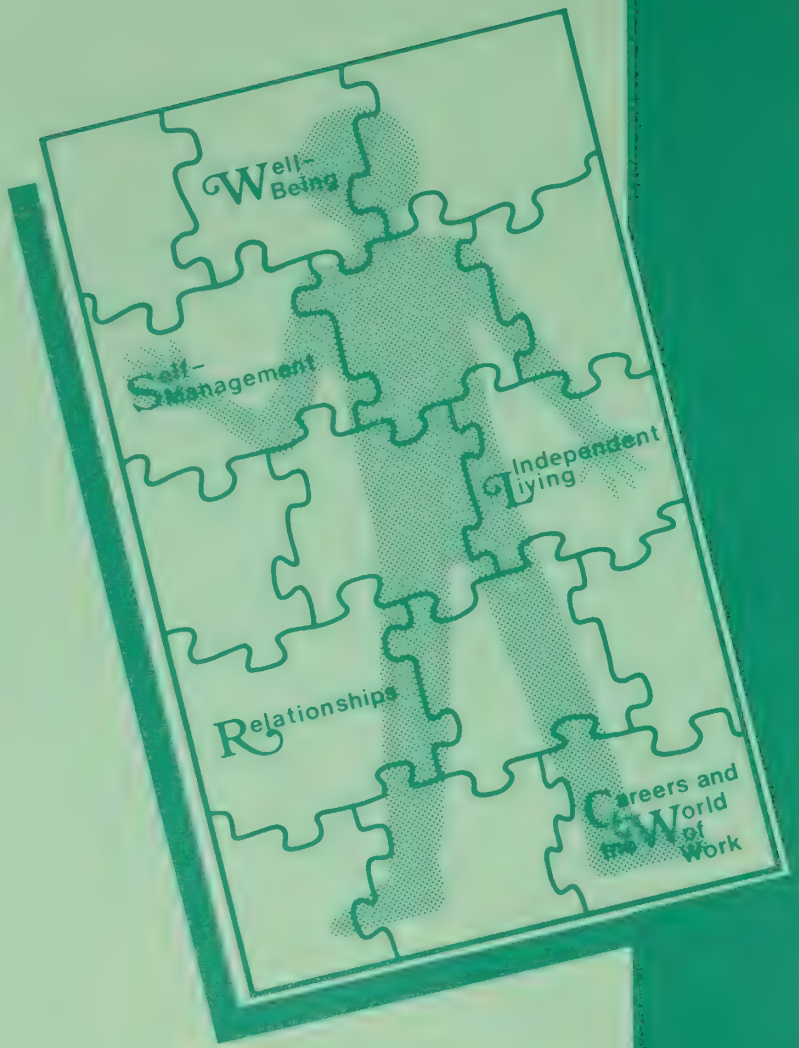
3. Social/Personal Characteristics

Cooperative	works with others to achieve common aims.
Accepting	is willing to accept others as equals.
Conserving	behaves responsibly toward the environment and the resources therein.
Industrious	applies himself diligently, without supervision.
Possesses a strong sense of self worth	is confident and self-reliant, believes in own ability and worth.
Persevering	pursues goals in spite of obstacles.
Prompt	is punctual; completes assigned tasks on time.
Neat	organizes work in an orderly manner; pays attention to personal appearance.
Attentive	is alert and observant; listens carefully
Unselfish	is charitable, dedicated to humanitarian principles.
Mentally and physically fit	possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

ESSENTIAL CONCEPTS, SKILLS AND ATTITUDES

As with other core courses in the Alberta curriculum, the Career and Life Management course explicitly addresses the concepts, skills and attitudes that are considered essential for Alberta's youth. Within the context of the five core themes, each of the sections of the catalogue of essential concepts, skills and attitudes is developed (major or moderate emphasis) or reinforced (minor emphasis).

CATALOGUE SECTION	EMPHASIS	CORRELATION WITH C.A.L.M.
SELF-CONCEPT/LIFESTYLE	major	Addressed as a general objective, and explicitly in Theme A: Self-Management; Theme B: Well-Being, and Theme E: Independent Living
INTERPERSONAL RELATIONS	major	Addressed as a general objective, and throughout Theme C: Relationships
CRITICAL/CREATIVE THINKING	moderate	Addressed as a generic concept, general objective and reinforced through proposed instructional strategies. Defined within Theme A: Self-Management
COMMUNICATION	moderate	Addressed as a generic concept, general objective and reinforced through proposed instructional strategies. Defined within Theme A: Self-Management
SCIENCE/MATHEMATICS	minor	Addressed in limited degree through decision making as a generic skill, and Theme E: Independent Living, through application of basic mathematical skills
LIFELONG LEARNING	moderate	Reinforced throughout the curriculum, but emphasized in Theme D: Careers and the World of Work
CITIZENSHIP	minor	Addressed in limited degree through relationship of individual to society
CAREER EXPLORATION	major	Extensively addressed, particularly in Theme D: Careers and the World of Work
CONSUMER/PRODUCER	moderate	Addressed in Theme E: Independent Living and Optional Module 4. Consumer and Investment Choices
GLOBAL/ENVIRONMENTAL	minor	Addressed in limited degree, primarily with respect to individual relationships and interdependence with environment



SECTION II

GENERIC SKILLS

GENERIC SKILLS

The three generic skills of dealing with feelings, communicating and thinking should be integrated and applied throughout the learning experiences of all themes. By providing opportunities to develop and improve these skills, students will appreciate and understand how careers, relationships, health and finance affect their lives. These skills provide the basis for self-management skills and should be continuously reinforced throughout the other four themes and optional modules.

DEALING WITH FEELINGS

It is important that students are able to identify their feelings, cope and accept these, and learn ways of appropriately and effectively communicating these to others. By learning to deal with their feelings, students will:

- learn more about themselves
- learn more about others
- communicate better
- improve their physical and mental well-being
- enhance their relationships.

Teachers can help students to deal with their feelings in two ways.

- as a topic of study in the Self-Management theme
- as a generic skill reinforced throughout the curriculum

DEALING WITH FEELINGS AS A TOPIC OF STUDY

In considering this as a topic of study, students will have the opportunity to undertake numerous activities that have them identify their feelings, practise effective expression of these and understand the relationship between their feelings and behaviour. Several sample lesson plans in the Self-Management sub-theme address these learning expectations. Extensive additional activities are provided in the recommended teacher resource *Reaching Out -- Interpersonal Effectiveness and Self-Actualization.*

DEALING WITH FEELINGS AS A GENERIC SKILL

In almost all activities, opportunities will arise to reinforce dealing with feelings as a generic skill. Encourage students to:

identify the feeling, and

- have students own up to their feelings
  e.g., you make me angry when you don't call me when you say you will

- have them use "I messages"
  e.g., I get annoyed when . . .

- have them recognize and describe their feelings
  e.g., write in journals in complete sentences how they felt about an activity:
  "When I came into class I felt .....

- have them listen for feelings.

express their feelings appropriately and effectively

- role play different situations
- case studies
- feelings charades
- practise conveying feelings both verbally and non-verbally, and congruently
- check their perception of feelings
- practise conveying anger and stress constructively (refer to Relationships Theme 3)
- provide opportunities to practise assertive behaviour

BUILDING COMMUNICATION SKILLS

Building communication skills is addressed in the curriculum in two ways:

- as a topic of study in the Self-Management theme, and
- as a generic skill reinforced throughout the curriculum.

COMMUNICATION AS A TOPIC OF STUDY

Communication as a topic of study focuses on recognizing the elements of effective, personal communication. Initially, it is valuable to use the study of communication skills to build a positive classroom climate (refer to page 50).

COMMUNICATION AS A GENERIC SKILL

Following are some suggestions for building communication skills throughout all the themes and modules:

- Students observe (possibly videotape) a conversation and list important elements in the communication: inquiry or response(s), conclusion, etc.
- Class participates in its own version of a television talk show.
- Students practise discussion skills in small groups and identify similarities and differences between speaking to several persons and one person.
- Students engage in picture and word association games, dictionary searches, favourite words list, etc.
- Students tape-record voices to hear themselves.
- Students observe videotapes of effective communication.
- Students conduct activities in which they model a particular behaviour from stories and observations.
- Students list consequences of inappropriate listening (e.g., missing instructions, rejection, non-verbal cues)
- Students role play situations depicting consequences of inappropriate listening
- Present a brief skit, first with non-verbal behaviour, then with as much verbal comment as possible. Have students discuss the different interpretations of the skit.
- Meet in small groups. Have one person in each group take a particular body position or posture. Have the other group members explain how they interpret the person's attitudes or feelings. Have students discuss the similarities and/or differences of the responses.
- A full-size partition (could use a rolling chalkboard) separates two people. Each person has an identical set of children's blocks. Person A arranges the blocks in an intricate fashion and verbalizes the arrangements to the other person. No communication is allowed from Person B to Person A. Person B attempts to arrange the blocks in the same fashion. Time the action. Follow the same procedure, allowing only verbal communication. Repeat, allowing non-verbal and verbal communication. Time the action. Discuss.
- In small groups, students discuss the importance of communication. Have them consider people who have had communication problems. Ask the students if these people might have had these communication problems without being aware of them.
- Create a bulletin board showing the need for and importance of communication. Have students include some representation of the "risk" of communication.

- Refer to television and movies to show examples of poor communication skills. Have students follow particular characters and determine how their poor communication skills have been a part of building the plot.

- Practise making intentions clear by participating in role play that illustrates teacher-student interaction. Observe how problems can be avoided by clarifying intentions.

- Practise sending "I-messages" in small groups, in skits.

- Create a bulletin board to show I-messages and you-messages.

ENHANCING THINKING SKILLS[1]

Thinking skills are addressed within the Career and Life Management curriculum in four ways:

- by correlating learning expectations outlined in the curriculum to the four learning processes (recall, understanding, involvement, synthesis)
- as a generic skill
- as a topic of study within the Self-Management theme
- as a basis for effective decision making.

IOP

The study of thinking at an abstract level may not be appropriate for some IOP students.

1. The thinking skills theories presented in this document (pp. 23-32) are based on those of Arthur L Costa, California State University, Sacramento. They have been modified to fit the objectives of the Career and Life Management Curriculum

THINKING AS A TOPIC OF STUDY

To help students understand how they think, they must become more familiar with the various dimensions of thinking and the vocabulary that relates to those dimensions. Basically, they need to recognize that there are many **discrete thinking skills** (analysis, evaluation, etc.,) which are **combined** to form **thinking strategies** (problem solving, creativity).

The awareness of the thinking process (thinking about how one thinks), called **metacognition,** is an important element in improving one's abilities to use the discrete thinking skills and to apply the various thinking strategies. One's **attitudes** about thinking also impact on the individual's ability to think.

Within Theme A: Self-Management, Sub-Theme 2 – Building Self-Awareness, the learning expectation states that the student demonstrates an understanding of the various elements of the thinking process. The lesson plan on page 92 could be used to present this learning expectation.

The following information shows the various dimensions of thinking—the interrelationship of thinking skills, thinking strategies, metacognition and attitudes. In addition, it is important to recognize that thinking does not occur in a vacuum; it occurs within context specific to the individual and reflects the background environment and purpose.

Discrete Thinking Skills

Individual or discrete mental skills are components of more complex thought. Discrete thinking skills can be organized into the input of data, the processing of data and the output of the products of the data. A skill can be used for creative or linear purposes.

Input of Data

- Gathering data through the senses -- listening, observing, smelling, tasting, feeling - (kinesthetic)
- Being fascinated by the awesomeness of the environment

Processing the Data

- Comparing/Contrasting
- Analyzing/Synthesizing
- Classifying/Categorizing
- Inducing/Deducting
- Perceiving Relationships: temporal, seriational, spatial, hierarchical, syllogistic, transitive, symbolic

Output of the Products of Processing the Data

- Inferring
- Hypothesizing (if...then...)
- Predicting/Forecasting/Extrapolating
- Concluding/Generalizing/Summarizing
- Evaluating

Strategies for Thinking

Thinking strategies result when the discrete skills are linked to strategies. Humans use these strategies when faced with dilemmas, problems, decisions, or questions that cannot be immediately resolved.

Examples of these strategies can be characterized as linear thinking (dealing with information in a sequential manner) and creative thinking (novel and insightful thinking). A strategy may be creative or linear, depending on one's purpose and use for it.

Linear Thinking

- Problem Solving
- Critical Thinking
- Decision Making
- Strategic Reasoning
- Logic

Creative Thinking

Creative thinking involves that which is new or insightful. These behaviours are used in the creation of new thought patterns, unique products, and innovative solutions to problems.

- Creativity
- Fluency
- Metaphorical Thinking
- Intuition
- Model Making
- Insightfulness
- Complexity

Metacognition (Thinking about Thinking)

To be conscious of one's own behaviour (metacognition) and the effects of that behaviour on others is a characteristic of mentally healthy individuals; it is also an attribute of effective problem solvers. In teaching "learning-to-learn" behaviours, teachers are contributing to the growth of metacognition in students.

IOP

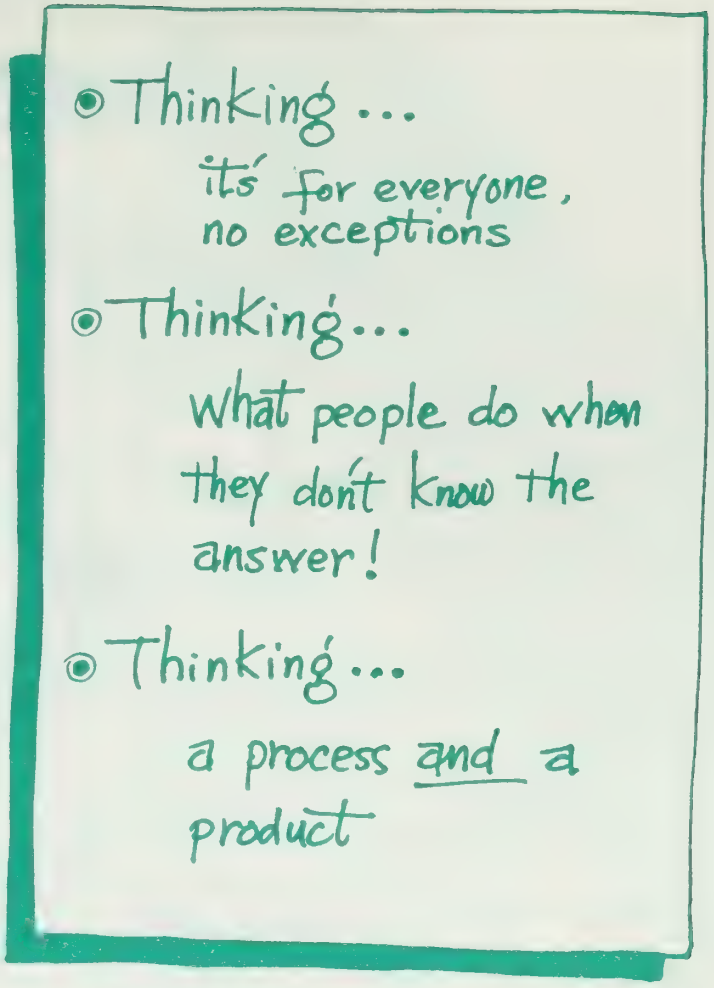
Students are believed to benefit from deliberate attention to the development of metacognitive behaviours and strategies.

Attitudes (Mental Set)

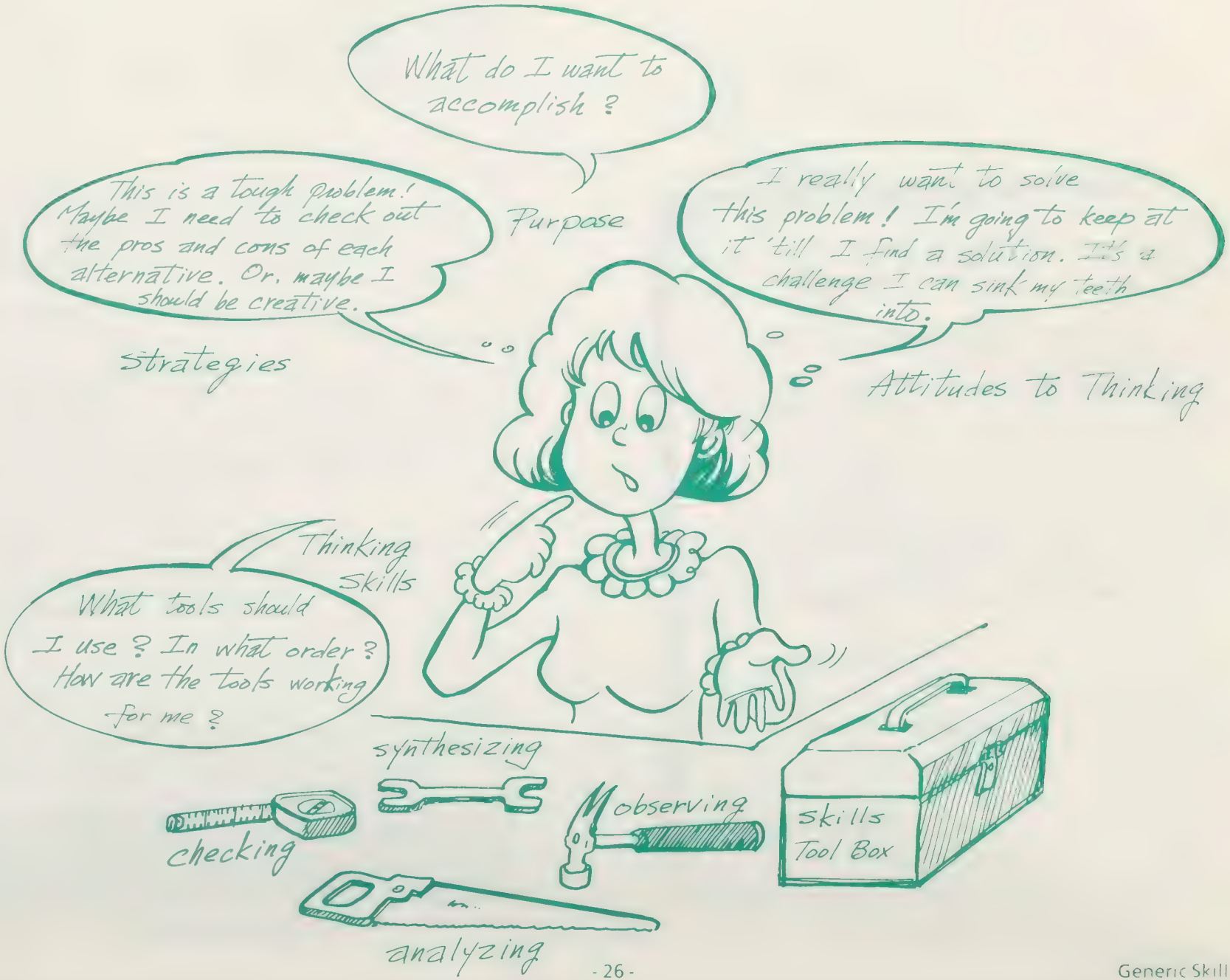
Besides the skills and strategies of thinking, a person must also have the attitudes that contribute to thinking. The thinking person must have the willingness, the disposition, the inclination and commitment to think.

Some of the attitudes and tendencies that demonstrate this internalization of the thinking spirit include:

- being open-minded
- withholding judgment
- being honest
- seeking to become more informed
- searching for alternatives
- dealing with ambiguity
- striving for precision, definition, and clarity
- remaining relevant to the central issue or main points
- perceiving relationships between the basic concern and the discussion at hand
- being willing to change with the addition of more information or for compelling reasons
- taking a stand when the evidence and reasons are sufficient to do so
- being sensitive to the feelings, level of knowledge, and concerns of others.



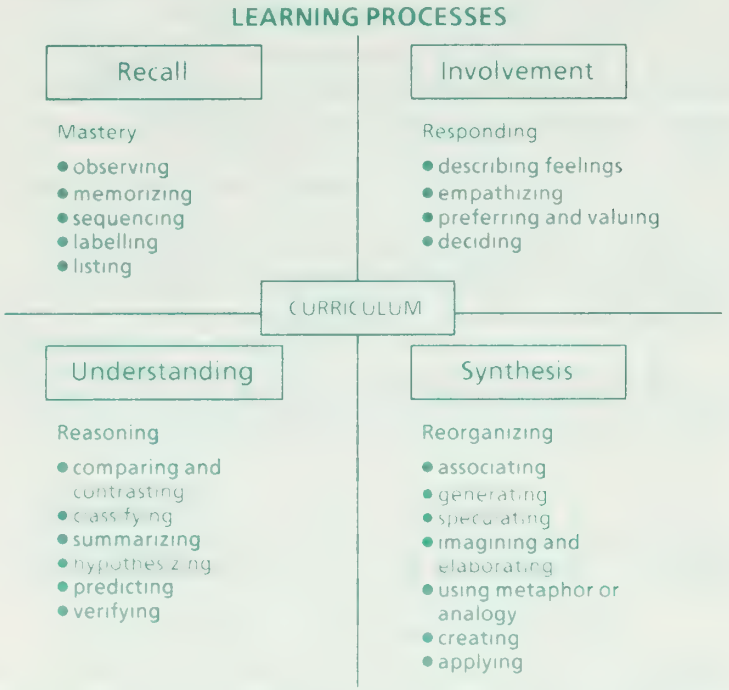
THE THINKING PROCESS


What do I want to accomplish ?
Purpose
This is a tough problem! Maybe I need to check out the pros and cons of each alternative. Or, maybe I should be creative.
Strategies
I really want to solve this problem! I'm going to keep at it 'till I find a solution. It's a challenge I can sink my teeth into.
Attitudes to Thinking
Thinking Skills
What tools should I use ? In what order ? How are the tools working for me ?
synthesizing
checking
observing
analyzing
Skills Tool Box

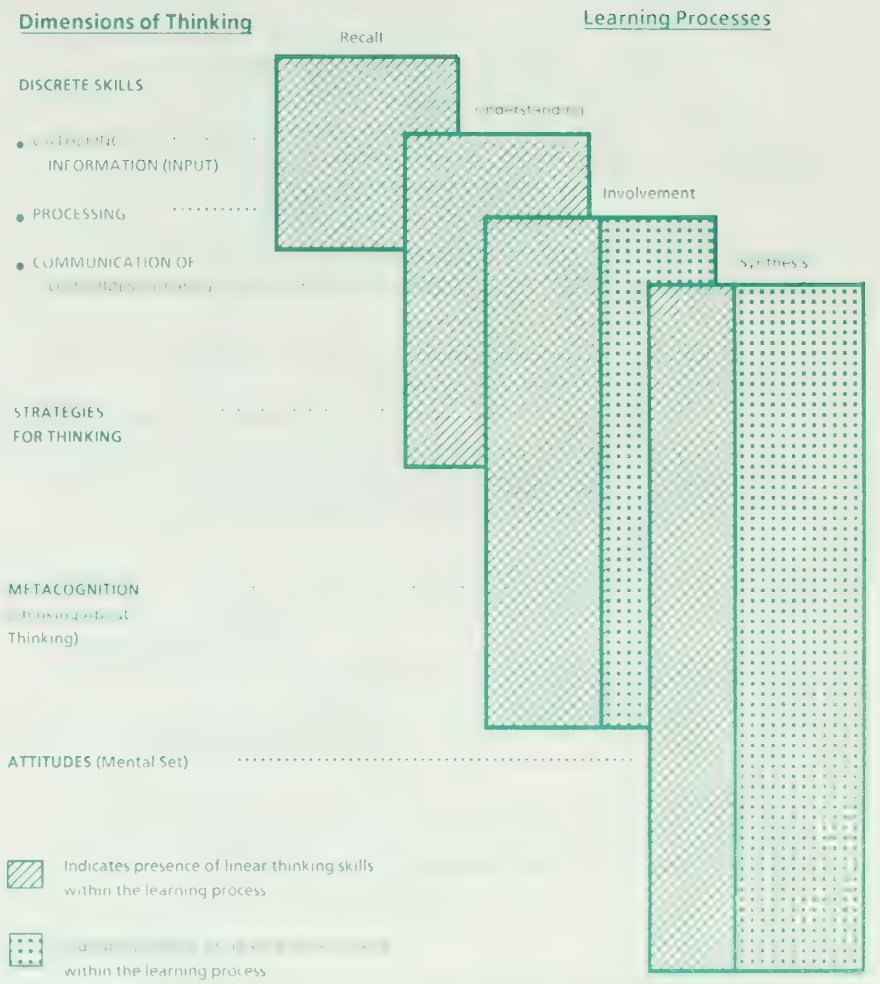
THINKING CORRELATED TO LEARNING EXPECTATIONS

The learning expectations outlined for each theme are correlated to four basic thinking processes: recall, understanding, involvement and synthesis. Teachers are encouraged to structure lessons to encourage students to "process" the learning, as a minimum, at the specified level of thinking.

Each learning expectation is defined in terms of one or more of four learning processes.



The learning processes correlate to the dimensions of thinking that are outlined as a topic of study within Theme A: Self-Management. As the learning processes involve progressively sophisticated thinking processes, dimensions of thinking and the learning processes interrelate as follows:



THINKING AS A GENERIC SKILL

One of the goals of Career and Life Management is to encourage students:

- to understand how they think (metacognition)
- to use a wider variety of thinking skills and strategies
- to apply increasingly sophisticated levels of thinking when making decisions and dealing with issues.

This goal is generic to the entire program and should be reinforced throughout the course through appropriate instructional strategies.

Teaching thinking as a generic skill means that teachers strive to create school and classroom conditions that are conducive to expanding students' thinking skills and strategies. This means that

- Teachers POSE problems, RAISE questions, and INTERVENE with paradoxes, dilemmas, and discrepancies that students can try to resolve. Students should be encouraged to do the same.

- Teachers STRUCTURE the classroom environment for thinking--valuing it, making time for it, securing materials to support it, evaluating growth within it.

- Teachers RESPOND to students' ideas in such a way as to maintain a climate that creates trust, allows risk taking, is experimental, creative, and positive. This requires listening to students' and each other's ideas, remaining non-judgmental, and having rich data sources.

- Teachers MODEL or DEMONSTRATE the behaviours of thinking that are desired in students. For example, when a problem arises in the classroom, the teacher demonstrates effective problem-solving strategies and may subsequently analyze that strategy with the students.

- Teachers and administrators APPLY a repertoire of methodologies to meet a variety of learning expectations and students' learning styles.

Teachers can integrate teaching for thinking throughout the curriculum by

- encouraging intelligent action
- using effective questioning techniques
- engaging in joint teacher-pupil planning of course and themes (see p. 51 and p. 76, item 12, for IOP students).

Encouraging Intelligent Action

Following is a list of behaviours that seem to be characteristic of intelligent action:

Input

The basis of all thinking involves taking information in through the senses. Listening, smelling, observing, tasting, feeling are the processes through which all information is taken into the brain.

Intelligent human beings:

- use all senses and kinesthetic means to gather information (perceiving clearly)
- are alert to problems, discrepancies, and conflicts in the information perceived (disequilibrium)
- are tolerant of ambiguous situations – do not require complete knowledge or control (tolerating ambiguity)
- have a plan to collect all information and do not have to repeat observations (exploring systematically)
- name with precision the objects, conditions, and events being observed and experienced so that they can be remembered and discussed (labelling).

IOP

- ***use non-verbal and verbal descriptors***

- describe objects, conditions and events in terms of where and when they occur (perceiving temporal and spatial relationships).

IOP

- ***use structures (e.g., time lines, flow charts, maps, webs) to clarify temporal and spatial relationships***

- identify which characteristics of an object, event or condition remain the same, even when changes take place (conserving constancy)

- consider more than one variable at a time as a basis for organizing and reorganizing the information gathered (using more than one frame of reference)
- strive to be precise and accurate (using precision and accuracy).

Process

Some meaning must be made of all the information gained. Intelligent human beings act upon information in ways that will help make sense out of it.

Intelligent human beings:

- define the problem, determine what is needed to resolve the problem, and design strategies to effect solution (analyzing discrepancies)
- discriminate among the information gathered that which is relevant and applicable and that which is not (perceiving relevance)
- have in mind a goal – a picture or vision of something needed or desired – and the steps necessary to achieve it, changing or adjusting the goal as necessary (internalizing)
- identify what data may be lacking in the accomplishment of goals, and generate strategies to produce those data (strategic reasoning)
- develop a plan or strategy that includes the steps needed to reach the goal (planning systematically)
- remember to be able to access the various pieces of information needed (broadening the mental field)
- search for similarities and differences among objects, conditions and events (comparing and contrasting)
- find the class or set to which a new object, condition, or event belongs (classifying, categorizing)
- explore alternative solutions and project what would happen if one or another were chosen (hypothesizing)
- defend an opinion with logical evidence; seek to support more than one hypothesis; criticize their own and others' propositions that lack logical testimony (seeking logical evidence)
- have a repertoire of problem-solving strategies so that an alternative can be used when one strategy does not produce desired results (using flexibility and perseverance).

IOP

- ***process holistically and intuitively as well as linearly***

Output

The meaning derived from acting upon data from the environment is communicated to others, applied in novel situations, and is constantly being evaluated for accuracy.

Intelligent human beings:

- communicate clearly and accurately (using precise language, visuals, actions)
- listen to and consider another person's ideas, points of view and feelings (overcoming egocentrism)
- think through a solution or answer rather than making mistakes and having to repeat (overcoming trial and error)
- draw from memory and past experience, relevant data and strategies to help in the resolution of problems or dilemmas (relating past experience)
- pause to formulate an idea rather than blurt out the first thought that comes to mind (restraining impulsivity)
- originate novel, creative images, solutions, and relationships (demonstrating fluency, flexibility, originality)
- have alternative strategies to find answers that are not immediately apparent, rather than give up in panic or despair (searching for alternatives)
- check to see if the results of the strategy (product) match the intended outcome (image) (checking for accuracy)
- strive for quality, craftsmanship, and accuracy (striving for the best).

Using Effective Questioning

Teachers can help students improve their ability to think by consciously designing questions that require students to use a variety of thinking skills and strategies.

Input Questions (recalling/building a data base)

complete	list	observe
count	locate	recite
define	match	select
describe	name	tell
identify		

Processing Questions (using data, internalizing)

analyze	experiment	report
arrange	explain	separate
classify	group	sequence
combine	infer	show
compare	invent	show cause/effect
contrast	analogize	show relationships
construct	organize	summarize
distinguish		synthesize
estimate		

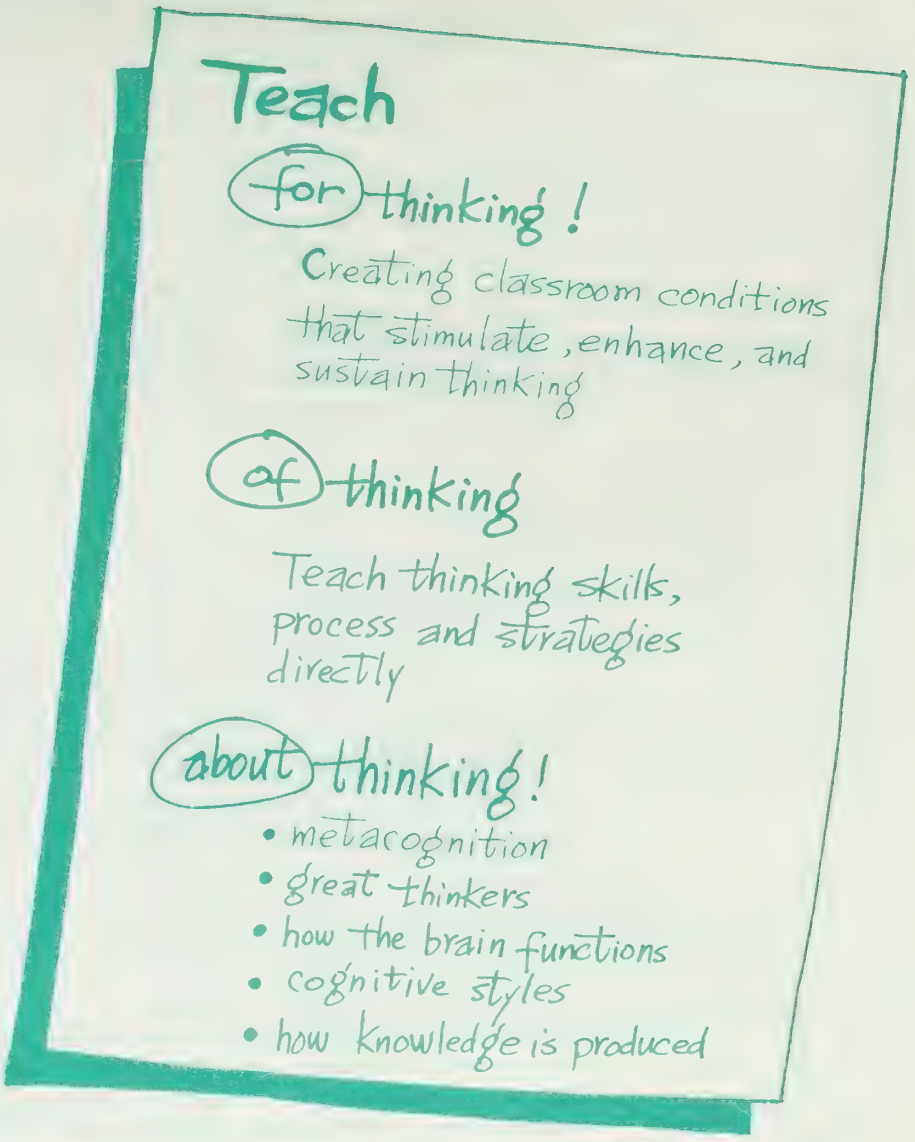
Output Questions (applying)

apply a principle	evaluate	imagine
build a model	expand	judge
choose	extrapolate	predict
create	forecast	project
decide	generalize	recommend
discuss	hypothesize	speculate

The chart on page 32 provides some additional suggestions for using effective questioning to develop students' thinking skills at the input, processing and output stages.

Some suggestions:

- ensure that the syntax used in the questions is appropriate to the students' ability
- begin with the simple and move to the complex
- encourage students to recognize how a skill or strategy can be transferred to other situations
- close by summarizing and helping students recognize how they have applied their thinking skills
- when posing a question, allow the students adequate time to think
- reinforce the importance of actively listening to others' ideas and reflecting on them
- acknowledge as much as possible all efforts to think without valuing
- help students clarify their thoughts by asking secondary questions



QUESTIONING TECHNIQUES THAT HELP BUILD THINKING SKILLS

Operational Level	Teacher Initiates with:	Student Responds by:	Teacher Responds to Student with:
Input	Questions or instructions that cue the student to respond with a descriptive statement, from recall or sensory observation. EXAMPLE: What are the four levels of thinking skills? What are three thinking skills?	Gathering data or recalling facts and previously learned information EXAMPLE: "I don't know" OR Discrete skills, strategies, thinking about thinking and attitudes.	Cues that maintain or reinforce the level of students' thinking EXAMPLE: "Good" "That's right" "O K" OR Instructions or follow-up questions (i.e., "Do you remember what thinking about thinking meant?").
Processing	Questions or instructions that cue the student to use the data to show relationships or cause and effect; to synthesize, classify, analyze or compare data. EXAMPLE: How can choice of a career affect lifestyle? (i.e., How can one's desire to ski be affected by what one does for a living?)	Explaining, inferring, analyzing, or showing relationships between the data	Acceptance, elaboration or clarification responses that maintain the inference level. OR Follow with another data processing question
Output	Questions or instructions which cause the student to predict, theorize or apply a principle in a new situation; to do divergent thinking. EXAMPLE: How can your decision to take on a part-time job affect your relationship with your family?	Predicting, hypothesizing, or applying a previously learned principle to a new situation	Acceptance, elaboration, clarification, which maintain the cognitive level.

Revised from materials developed by Arthur L. Costa, California State University, Sacramento.

THINKING AS A BASIS FOR DECISION MAKING

A key element of enhancing thinking skills which runs through all of the themes is to apply effective thinking skills to decision making. Each theme provides an opportunity for students to gain information and build skills that will help them to manage their lives. Students should be able automatically to apply a decision–making model which is personally workable and appropriate to the situation, to the management of their actions and to the environment in which they function.

To develop this skill, the student will need frequent opportunity to practise decision making.

These experiences should be characterized by:

- situations/decisions that are meaningful to their lives at this time
- situations/decisions that are within the developing intellectual ability and social maturity of the student (simple to complex)
- an environment that is supportive and challenges students to make their own decisions, rather than one that is 'expected'
- an environment that helps students recognize that 'risky' decisions can result in failure, and encourages them to use failure as a learning opportunity
- assessment that relates to how effectively students apply the decision-making process, not whether a decision is considered 'right' or 'wrong'
- acceptance that students will establish a personal decision-making/management model that may change under various circumstances.

Decision-Making Models

Students have been using a variety of decision-making models in courses such as social studies, science, or mathematics. They should be encouraged to use or modify one or more of these models to suit their personal preference. They may be comfortable with the inquiry model used in social studies or the decision-making models used in elementary and junior high health.

IOP

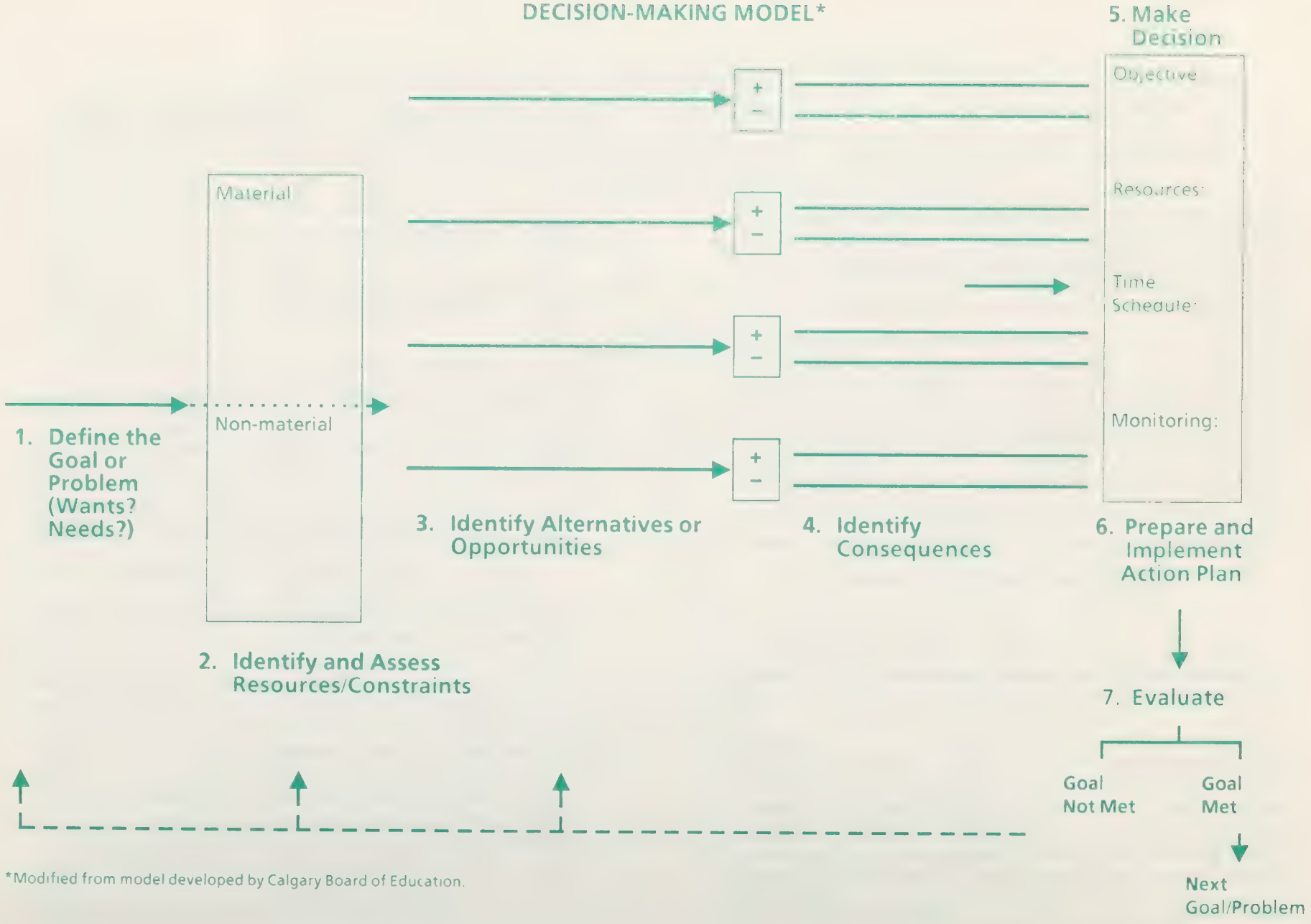
Students are encouraged to use the decision-making model adapted for the I.O. Program.

SAMPLE DECISION-MAKING MODEL

1. Define the goal/problem
2. Identify/assess materials and non-material resources and constraints
3. Identify alternatives and opportunities
4. Identify consequences
5. Make a decision (select an alternative)
6. Prepare and implement an action plan
7. Evaluate if goal has been achieved.

This model emphasizes the concept of establishing an action plan and **managing** and **implementing** the decision. Two worksheets for this decision-making/self-management model are shown schematically on pages 34–36.

DECISION-MAKING MODEL*



*Modified from model developed by Calgary Board of Education.

DECISION-MAKING WORKSHEET

1. Define the goal/problem in your own words.

2. Identify/assess resources and constraints. List the resources that are available for achieving the goal or solving the problem. List material and non-material items.

List the constraints or barriers to achieving the goal or solving the problem.

3. Identify alternatives or opportunities that are possible for achieving the goal or solving the problem.

A.
B.
C.

4. Identify the positive and negative consequences of each alternative listed in No. 3 above.

	positive consequences	negative consequences
A.		
B.		
C.		
D.		

Decision-Making Worksheet (continued)

5. Make a decision. Circle the letter that corresponds to the alternative listed in No. 3 that you would choose for achieving the goal or solving the problem.

A B C

6. Prepare an action plan and implement the plan. Resources. Check No. 1. What do you need?

_____ _____ _____

Activities and time line. What are you going to do, and when?

Activities	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

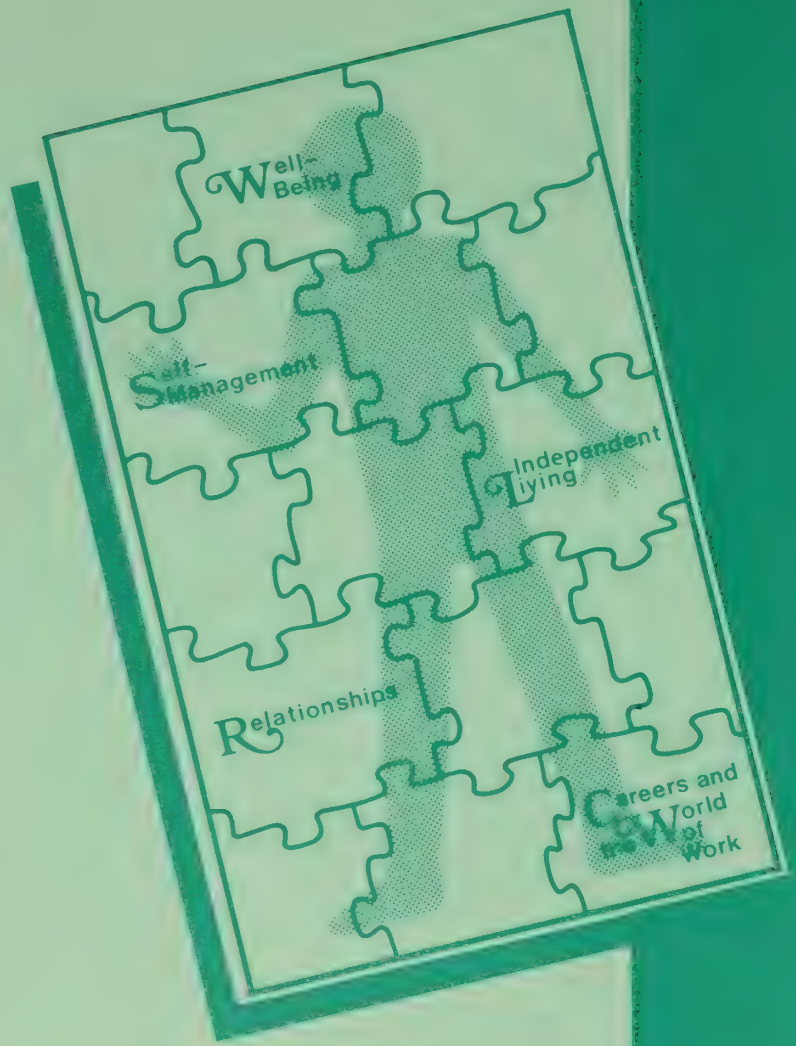
Goal achieved or problem solved

7. Evaluate if goal has been achieved or problem solved. _____ yes _____ somewhat _____ no
Comment: _____

Are you happy with your decision making in this situation? _____ yes _____ somewhat _____ no
Comment: _____

What would you change next time you make a decision?

_____
_____
_____



SECTION III

PROGRAM PLANNING

RECOMMENDATIONS FOR IMPLEMENTING AND ADMINISTERING THE PROGRAM

Following are a number of suggestions for implementing the program at the school level. These are recommendations and should not be considered as a program requirement or as mandatory in any way.

1. **Room Allocation**

   CALM teachers and students will be using a variety of resources (texts, pamphlets, booklets, videos, filmstrips). If one classroom could be designated for CALM, all resources could be located in that room and a classroom reference section/shelf established. Ready access to such resources will encourage students to undertake individual study projects and support teacher efforts to enrich the program and meet individual student needs.

2. Room Equipment/Furnishing

   Student activities may include small group work and partnering. Desks/tables that can be moved will facilitate group arrangement. Also, it would be helpful to have plenty of bulletin board space, shelving for resources, and ready access to a flip chart, VCR, television, overhead projector, 16 mm projector, computer and printer, and telephone.

3. **Classroom Atmosphere/Management**

   The standards for classroom management and atmosphere are established by the classroom teacher. It should be noted that many of the objectives and related activities outlined in the curriculum and in this manual involve interaction on a one-to-one, or one-to-group basis. It is a tremendous advantage if students can feel part of an accepting and positive learning environment. This allows more interaction among students although it may result in a higher noise level than occurs in many other classes.

4. Team Teaching

   The CALM course includes content from several subject disciplines. In some cases, TEAM TEACHING may be a viable alternative. However, care should be taken to ensure that the generic concepts are fully integrated throughout all the themes and that strong student-teacher support is ensured.

5. Student Grouping

   It is important to the goals of the program for teenage girls and boys to learn to discuss ideas and share concerns with confidence and without embarrassment. Grouping by sex or ability limits their opportunities to interact and to learn to appreciate another person's perspective. However, if it appears that students are unable to discuss certain topics freely in a mixed group, it may be necessary to rearrange the class.

IOP

In integrated classes (where IOP students are included with other program students) it is suggested that time be allocated to enable the teacher and other students to work with groups and/or individuals in need of special attention.

PLANNING THE COURSE

Each teacher will apply a personal style when dealing with teenagers, using resource materials, and establishing a classroom atmosphere. The CALM course should be designed to meet student needs, to utilize available resources effectively, and to capitalize on the teacher's strengths and preferences. There should also be some provision for testing new strategies and materials. Differentiated instruction accommodates the needs of all students.

The following twelve steps are suggested when planning to teach the CALM course for the first time. Note that the sequences of the STEPS may vary.

STEP 1: Review the CALM curriculum

Program objectives and learning expectations

Designated support materials:
- student text and teacher guide
- teacher resource manuals
- implementation manual
- approved teacher and student references (see Buyer's Guide)
- school/community resources
- ACCESS Inservice Videos and Inservice Guide.

STEP 2: Consult with other teachers

Other CALM teachers:
- discuss plans for the implementation of CALM and set priorities
- assign responsibilities, and set time lines for remaining steps.

Other related subject area teachers (e.g., personal living skills, religious studies, basic business):
- meet and discuss how the courses can complement and reinforce each other.

IOP course teachers:
- meet and discuss cooperative plans for ensuring CALM builds on the the existing IOP courses.

STEP 3: Ensure the course plan will meet student needs

Prepare an initial class/community profile (a detailed class profile could be done during the first or second day):
- students may have taken related courses
- class mix: heterogeneous or homogeneous? In level of ability? High school diploma pattern? Age range? Gender mix?
- community values and socio-economic characteristics.

Determine implementation strategy. How many credits? Is human sexuality to be integrated within the core program? (See page 7 for suggested plan for IOP students.)

Set priorities within defined curriculum goals and objectives and identify:
- linkages among themes (interrelationship and interdependence of concepts)
- content to be emphasized
- skills to be emphasized
- which learning expectations can be combined.

IOP

See Section IV for suggested theme modifications for IOP students.

STEP 4: Determine the instructional time that is available

- length of class period (80-, 60-, 40-minute periods?)
- number of classes for basic course objectives? review and evaluation? schedule school activities? (See page 45 for number of classes recommended for each theme.)

STEP 5: Determine expectations for student achievement

- standards
- strategies for measuring achievement (see pages 59-71)
- strategies for enrichment and remediation.

IOP

See page 62 for expectations for IOP students.

STEP 6: Prepare course plan (long-range)

- prepare course information sheet (see pages 42–44 for sample).

STEP 7: Sequence themes and sub-themes

- tentatively allocate required and elective time (see pages 42–44 for blank planning forms).

STEP 8: Identify and obtain key resources and references

- approved print material and software through Learning Resources Distributing Centre
- approved videos through ACCESS NETWORK
- audio visual bookings (school or school system learning resource centre)
- field trips, guest speakers (community, government agencies, partners).

STEP 9: Establish communication networks with parents, community and government agencies (through newsletters, meetings, school visits, etc.).

STEP 10: Identify learning experiences and instructional strategies (see pages 54–58 for suggested process-oriented instructional strategies for regular and IOP students)

- ensure instructional strategy relates to the learning process (i e., recall, understanding, involvement, synthesis)
- ensure that evaluation reflects learning process and time spent on learning expectations (see pages 59–62).

IOP

See page 62 for evaluation strategies.

STEP 11: Ensure classroom facilities are arranged as effectively as is possible

- furniture suitable for group work and project activities
- storage and distribution space for resources and references
- attractive visuals (pictures, bulletin boards, etc.)
- access to audio–visual equipment and computers.

STEP 12: Be watchful of opportunities to improve the course

- evaluate and modify the program throughout the school term and when the course is complete
- take advantage of inservice opportunities
- build support systems with other teachers, community agencies and government departments.

COURSE-AT-A-GLANCE

LONG-RANGE PLANNING FOR _____

WEEK OF	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

YEARLY PLANNING CALENDAR

SEPTEMBER

M	T	W	T	F

FEBRUARY

M	T	W	T	F

OCTOBER

M	T	W	T	F

MARCH

M	T	W	T	F

NOVEMBER

M	T	W	T	F

APRIL

M	T	W	T	F

DECEMBER

M	T	W	T	F

MAY

M	T	W	T	F

JANUARY

M	T	W	T	F

JUNE

M	T	W	T	F

COURSE PLANNING CALENDAR CLASS _____ MONTH _____

M	T	W	T	F

RECOMMENDED TIME ALLOCATIONS

The following chart outlines the minimum number of class periods which should be allocated to each theme and module in a 3- or 5-credit course. Elective time should be allocated among the themes to help meet students' needs.

Minimum required and elective time allocations are defined within the *Career and Life Management 20 Course of Studies* and this Teacher Resource Manual.

		Required Time	
	THEMES	60-minute classes	80-minute classes
3-CREDIT	A. SELF-MANAGEMENT	9	7
	B. WELL-BEING	9	7
	C. RELATIONSHIPS	10	7.5
	D. CAREERS AND THE WORLD OF WORK	11	8
	E. INDEPENDENT LIVING	12	9
	UNDEFINED (ELECTIVE) TIME	11*	7.5*
	TOTAL	62	46
5-CREDIT	OPTIONAL MODULE (Choose from modules 1,2,3,4,5)	25	18.5
	OPTIONAL MODULE (Choose from modules 1,2,3,4,5)	25	18.5
	UNDEFINED (ELECTIVE) TIME	24**	18**
	TOTAL	125	93

* This undefined (elective) time may be used to 1) expand on learning expectations from the core curriculum, or 2) integrate learning expectations from Module 1: HUMAN SEXUALITY.

** This undefined (elective) time may be used to expand on learning expectations from the core program or optional modules.

LIAISON WITHIN THE CALM PROGRAM: ROLE DESCRIPTIONS

The broad scope of the Career and Life Management Program will lead logically to the involvement of individuals and groups who have similar areas of responsibility or commitment. This involvement, if well coordinated, can be very positive and offer the teacher valuable support. The strategies for encouraging such involvement and the degree should be determined cooperatively by the teacher, school administrator and out-of-school participants

As noted on the CALM Support Network chart on page 49, the teacher is the centre of a program implementation team that involves others within the school, school system, community, and government agencies.

Following are role descriptions for those who could be involved in the implementation of the Career and Life Management Program.

ROLE OF THE TEACHER

The role of the Career and Life Management teacher is varied and demanding because of:

- the broad areas of content that are covered
- the process orientation which requires the use of many different teaching strategies and approaches, and
- the ability range and various learning styles of the students taking CALM.

The role relies upon the individual to possess and display not only the qualities and characteristics of a good teacher but also the ability to:

- involve students in planning and other interactive tasks
- facilitate small group work
- guide students as they learn and develop skills in interpersonal relationships and the career-planning process
- model the interpersonal and self-management skills encouraged throughout the course, and
- support students by being non-judgmental, non-threatening, and sensitive to individuals' needs as issues that may be problematic for some students are discussed.

The Career and Life Management teacher:

- establishes a supportive learning environment
- helps students recognize their skills and ability
- helps students build awareness and acceptance of themselves
- provides opportunities for students to build decision-making/management skills
- encourages students to develop and use:
  - investigational personal research skills
  - communication skills (one-to-one, small group, large group, peer teaching)
- encourages students to take risks
- assists students to set realistic goals and objectives
- provides opportunities for students to transfer skills in a variety of situations
- ensures sensitive and controversial issues are dealt with properly
- recognizes when to refer students to other specialists
- identifies potential problem areas or areas of sensitivity
- defines long- and short-term goals clearly
- recognizes student's learning style
- develops plans that are flexible and are designed to accommodate:
  - various learning styles
  - developmental stages of learning
  - cooperative planning and decision making
- takes advantage of teachable moments
- uses opportunities for incidental learning
- demonstrates a commitment to the program and enthusiasm for student success.

ROLE OF THE SCHOOL ADMINISTRATOR

The school administrator:

- understands the goals and objectives of the curriculum and is familiar with the recommended instructional strategies
- provides ongoing moral support through staffing, funding, organization and professional development opportunities for teachers
- carefully selects staff who are able to relate well to students and to motivate them, through the process approach, to teach this program
- provides necessary timetabling support and ensures suitable room allocations (areas for group discussion work and activities are important)
- ensures entire staff and parents understand the program
- encourages appropriate parental and community involvement in the course.

ROLE OF THE SCHOOL COUNSELLOR

It should be noted that the counsellor's involvement in the CALM course is not intended to substitute for personal counselling, even though CALM may affect the needs and nature of the counselling students require. The school counsellor:

- provides teachers with information (from career tests, occupational profiles or self-assessment) that will assist with the career planning process
- counsels students identified by the CALM teacher as having problems, or is concerned about
- provides support and guidance to the CALM teacher in those areas where the counsellor has special expertise (small group work, career preparation, relationships)
- helps CALM teacher to identify issues/topics of concern that would be of special relevance to individual students in the particular community
- acts as liaison between teacher and parents in an effort to encourage parents or other support agencies to become active in the curriculum
- shares support materials (career opportunities)
- works cooperatively with CALM teachers to help students prepare career plans.

ROLE OF THE SCHOOL LIBRARIAN[1]

The school librarian:

- assists in identifying and locating suitable reference materials
- provides assistance to students doing research/investigation
- provides support in building students' information skills
  - information retrieval (accessing information within the school library, school, community, industry or wherever appropriate)
  - information processing (synthesizing and applying information in a variety of settings)
  - information sharing (communicating the processed information in an appropriate, but not necessarily "traditional" written format).

ROLE OF GOVERNMENT AGENCIES

Various government departments have mandates that relate to the objectives of the CALM curriculum; in particular, addressing the life planning needs of the Alberta public.

In addition to giving invaluable assistance in developing and providing print and access resources for the curriculum, these government departments and agencies are prepared to provide ongoing support to teachers implementing the program. Because of staff limitations, government departments' staff may be unable to provide direct classroom assistance, but be willing to assist in teacher preparation (refer to the *CALM 20 Implementation Manual for Administrators, Counsellors and Teachers* for a list of regional offices of the government departments and agencies).

1. As defined by Alberta Teachers' Association Learning Resources Council

Staff from these regional government offices may be able to:

- provide expert consultation in designing the content and process objectives in their specific areas of expertise
- provide ongoing resource support and consultation to the education practitioner who is implementing CALM
- act as an advocate of the principles and objectives of CALM within the community.

ROLE OF THE PARENTS

There are positive results when home and school join as partners in education. The family is the single greatest influence on individuals. As teens move toward maturity (a lifelong process) the values parents have tried to instil will be questioned and/or reinforced in school. Teachers, aware of the psychological and physiological readiness of teens and the cultural influence of the community, need the support of parents who will voice concerns, point out instructional needs, and reinforce the content presented in CALM.

Involvement of parents at every level (planning, presenting, etc.,) is highly encouraged.

CALM touches a number of basic areas of concern to parents:

- Does my son/daughter have realistic expectations for himself/herself? (Self-Awareness)
- Is he/she choosing behaviours that promote lifelong health? (Well-Being)
- Is he/she gaining skills in handling interpersonal relationships? (Relationships)
- Is he/she developing skills needed to succeed in a chosen career, and is he/she aware of the sources of support to help reach specific goals? (Careers and the World of Work)
- Is he/she knowledgeable about managing personal and financial resources? (Independent Living)

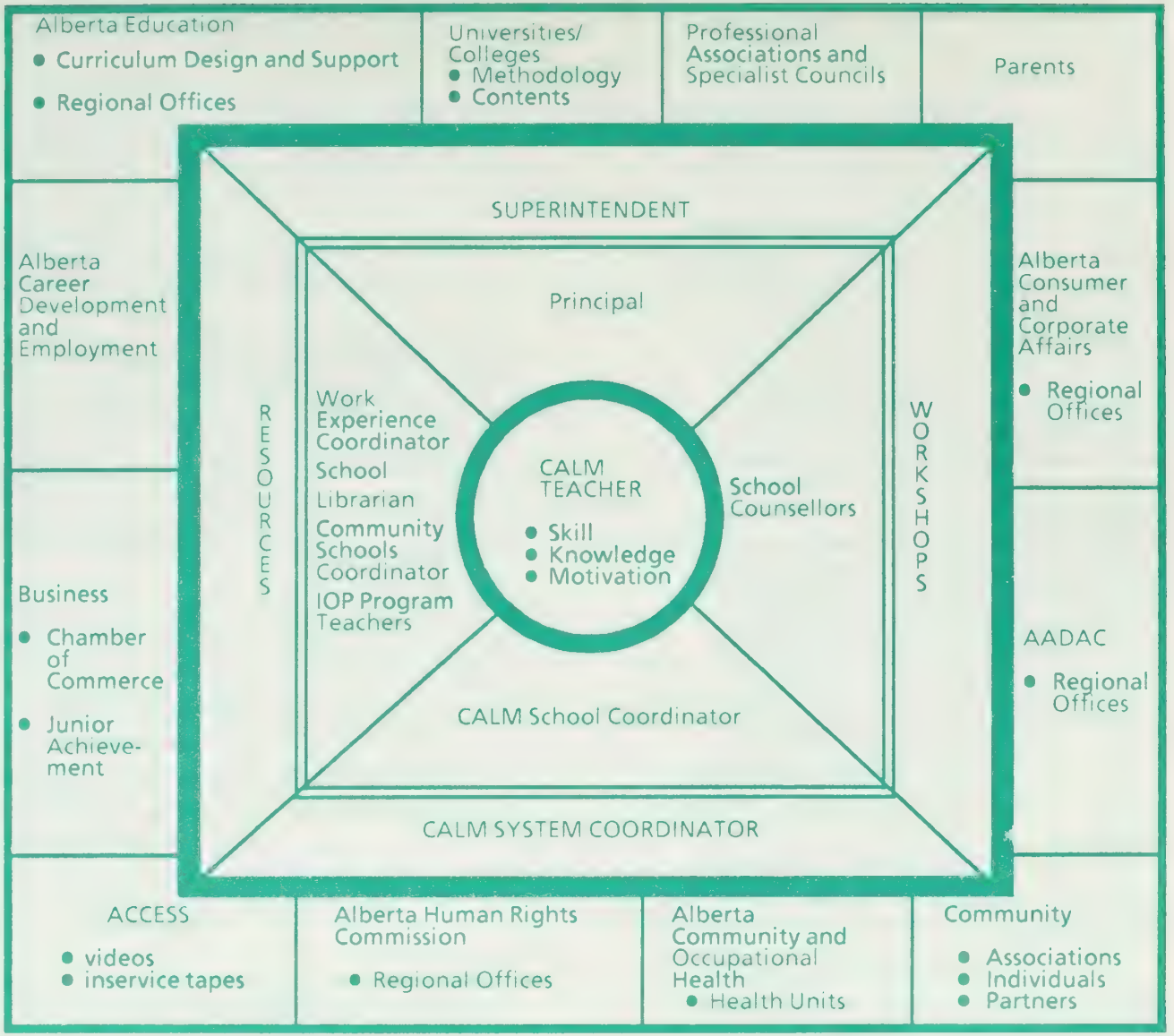
ROLE OF COMMUNITY PARTNERS

- serve as sources of information to be accessed by students (through interviews, polls, questionnaires, surveys)
- serve as resource persons for the program (guest speakers, adjudicators)
- serve as mentors
- provide opportunities for job shadowing, field experiences, field trips and work study.

IOP

For IOP students refer to the Integrated Occupational Program: Information Manual for Administrators, Counsellors and Teachers (Interim), (1988).

CALM SUPPORT NETWORK



BUILDING CLASSROOM CLIMATE

Many of the learning expectations and learning experiences outlined in the course of studies involve students in activities that need a supportive classroom climate.

A supportive classroom climate would:

- allow students to express opinions and concerns and assure a fair hearing
- avoid inappropriate personal confrontation or aggression
- assure each student the opportunity for self-expression
- build the student's sense of self-worth
- assure each student of teacher support
- build a trusting student-teacher and student-student relationship
- recognize that there are various levels of appropriate disclosure.

A supportive classroom climate does not occur immediately; it is developed gradually. It is important that the teacher consciously endeavours to build a positive classroom climate from the beginning of the course and designs lessons to reinforce this climate throughout the year. Teachers need to monitor all classroom activities and interactions to ensure that a positive climate is maintained and enhanced. This is achieved through:

- activities that help students get to know each other; that build self-concept and confidence; and that encourage empathy among the students

- teacher skill as a facilitator (refer to pages 54–58)

- class cohesion – students feel comfortable with activities that are taking place and the expectations of the teacher and fellow students.

As well as building a supportive classroom climate, it is most important that the teacher be sensitive to the feelings and needs of individual students.

Before starting any lesson, the teacher should consider the following :

- Do I feel comfortable with the topic of the lesson and the learning objectives that are defined?
- Where can I obtain additional information and, if necessary, support to present this topic?
- Are the activities planned for the students likely to generate personal disclosure? If so, what strategies can I apply to ensure that the level of self-disclosure is appropriate (e.g., students have opportunity to "opt-out"; importance of confidentiality is reinforced)?
- What questions/issues might be generated with this topic? How can these questions/issues be handled?
- Is there adequate time to ensure the students can apply (process) the information to their own lives (establish a personal context for the information)?

With these questions in mind, and the emphasis given to development of a positive classroom climate, the teacher and students will be better prepared to explore the themes.

Following are some suggested activities which may be used to develop a positive classroom climate during the early stages of the course.

CLASSROOM CLIMATE BUILDING ACTIVITY NO. 1

Students can be asked to respond to the following questions. The information may be used by the teacher to gain more knowledge of student needs, interests and expectations.

1. How did you first learn about Career and Life Management 20?

2. Why did you register in Career and Life Management 20?

3. How many classmates would you say you know:

   - really well?
   - fairly well?
   - hardly at all?
   - not at all?

4 While in this class, what are some of the things you would like to learn?

5 What are some of the things (activities) you would like to do?

6. What worries or concerns do you have about taking this class?

7 In what ways are you expecting CALM to be different from the other courses you are taking?

8 What kinds of responsibilities do you expect the teacher to assume?

9. What kinds of responsibilities do you expect the students to assume?

10. Are any of these responsibilities difficult for you to assume?

11. What special "rules" do you think a course like CALM should have?

12. Do you have any comments about the course or the forthcoming year?

13. Do you have any questions about the course or the forthcoming year?

IOP

ALTERNATIVE: TEACHER–CLASS COURSE PLANNING SESSION

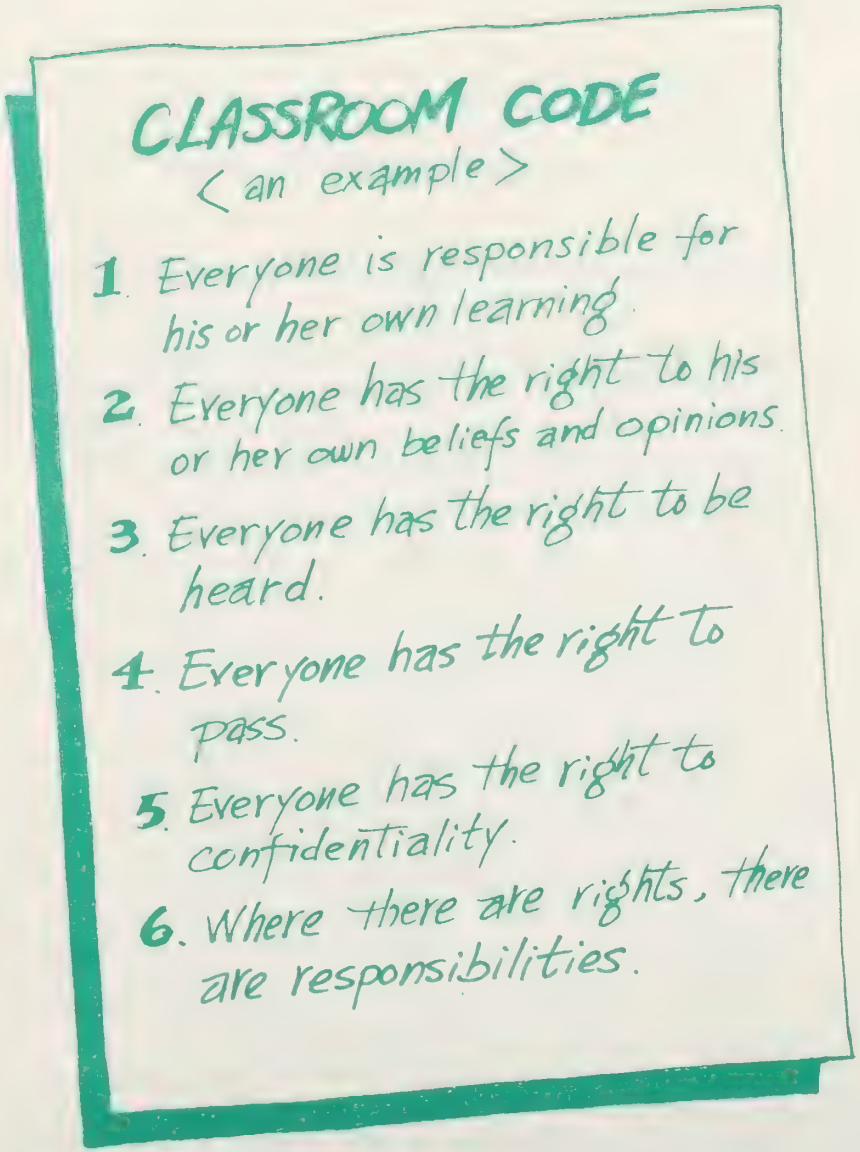
1. ***Discuss course title and have students generate a list of issues or topics that they think should be addressed in the course. Have students group issues and label. Relate labels to course themes.***

2. ***Discuss how course will proceed with respect to learning*** *expectations (content), learning methodology, utilization* ***and sharing of data and insights, and evaluation of learning and growth. (Stress importance of respect and*** *confidentiality.)*

   Explain that in this class students will be grouped in various ways and in accordance with the nature and demands of the task. That is, at times, students will interact as a class, at other times students will be working in small groups, and at times students will be on individual projects. The home and the community will serve as extensions to the classroom.

3. ***Discuss sources of information and have students begin locating and gathering materials from community, government and private agencies.***

4. ***Record plans on a transparency and copy for students to*** *insert in their portfolio. These plans can be referred to* ***frequently, elaborated in accord with personal plans, and used to check and monitor progress.***


CLASSROOM CODE
< an example >
1. Everyone is responsible for his or her own learning.
2. Everyone has the right to his or her own beliefs and opinions.
3. Everyone has the right to be heard.
4. Everyone has the right to pass.
5. Everyone has the right to confidentiality.
6. Where there are rights, there are responsibilities.

CLASSROOM CLIMATE BUILDING ACTIVITY NO. 2

The previous activity can be followed by the development of a "classroom code" which can outline the class rules.

Students can help develop a set of "ground rules" or a "classroom code" that will govern their behaviour and activities in the CALM course. These ground rules could be determined by brainstorming and might deal with such topics as:

- right to privacy
- freedom to express ideas and thoughts
- support for each other.

For example:

- everyone gets a turn, including teacher
- anyone can "pass" if he or she wishes
- everyone is allowed a fair opportunity to express ideas.

After the class has progressed for awhile it is important to reflect back on these rules, review and re-evaluate them. Some may need to be changed, adapted, eliminated or reinforced.

CLASSROOM CLIMATE BUILDING ACTIVITY NO. 3

A PERSON WHO . . . .

DIRECTIONS: First, write your name in the centre square. Then find people who meet the other descriptions. Have those people write their names in the appropriate squares. YOU MAY USE EACH PERSON'S NAME ONLY ONCE!!!! Remember, the person MUST write his or her own name. Shout BINGO! when you have filled up all the squares.

	B	I	N	G	O
1	A person born in a foreign country	A person who has a part-time job	A person who has travelled outside Canada in the last year.	A person who has read at least three books in the last month	A person born under the sign of the ram.
2	A person who loves cheesecake	A person with at least two brothers or sisters	A person who has at least 18 plants in his/her house	A person who owns two or more dogs	A person who plays racketball
3	A person who was on a sports team last year	A person with an ethnic surname.	Write your own name here.	A person who owns a pair of cowboy boots	A person who has seen TOP GUN
4	A person who loves chocolate chip cookies	A person who is new to this school.	A person who plays the guitar.	A person who has six letters in his or her first or last name.	A person who likes to swim for exercise.
5	A person wearing contact lenses	A person who has run for any office	A person who does NOT wear a ring	A person who is good at mathematics	A person who thinks he/she is a SUCCESS!

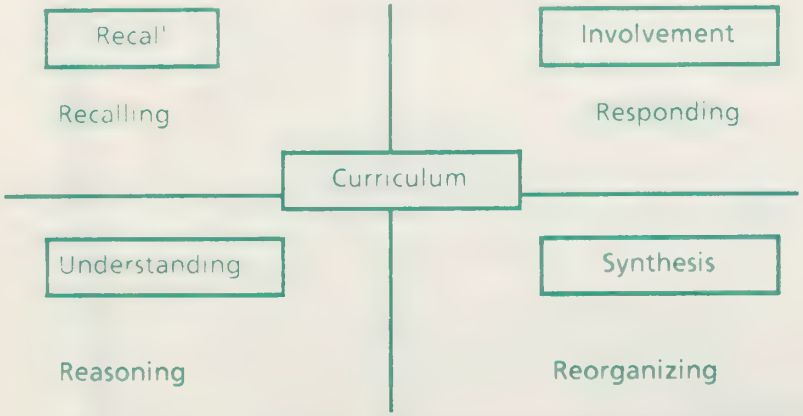
INSTRUCTIONAL APPROACH AND STRATEGIES

The objectives of the Career and Life Management curriculum, the diversity of student experience and the need to respond to personal and social issues require a process instructional approach. The process approach provides for the active involvement of the student through:

- structuring the content to meet individual student needs
- allowing students to reflect on and personalize the information and ideas outlined within the course
- encouraging students to share their ideas and consider the point of view of others.

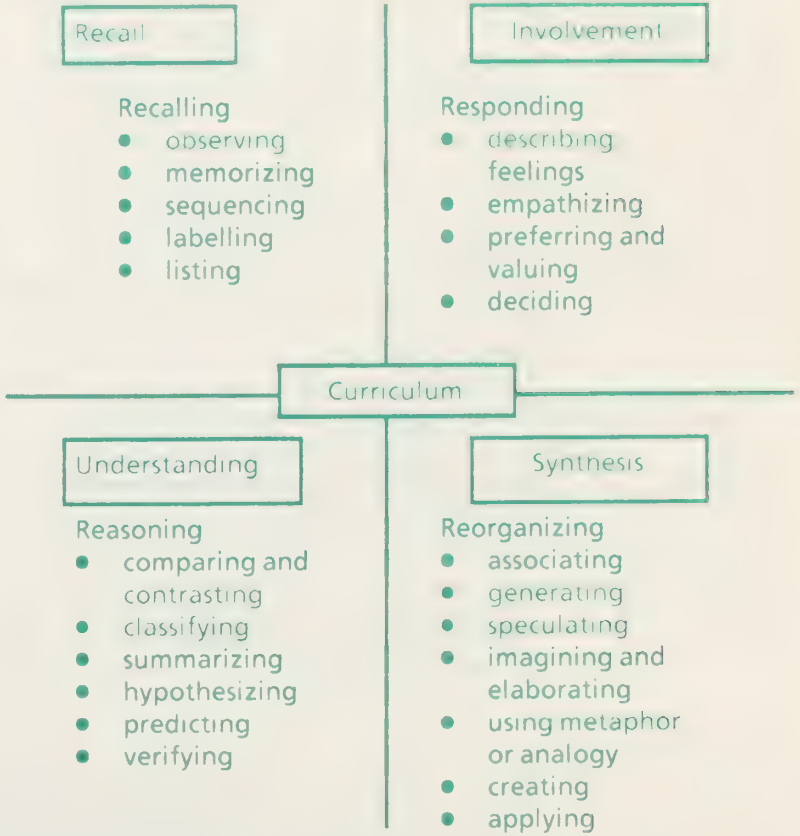
This process approach has been integrated within the structure of the course by correlating the expectations for student learning to one or more of the following learning processes: recall, understanding, involvement and synthesis.

The expectations for student learning outlined for each theme and module fall within the quadrants of the model[1] below:



1. Adapted from the model proposed by Richard W. Strong, Harvey F. Silver and Robert Hanson.

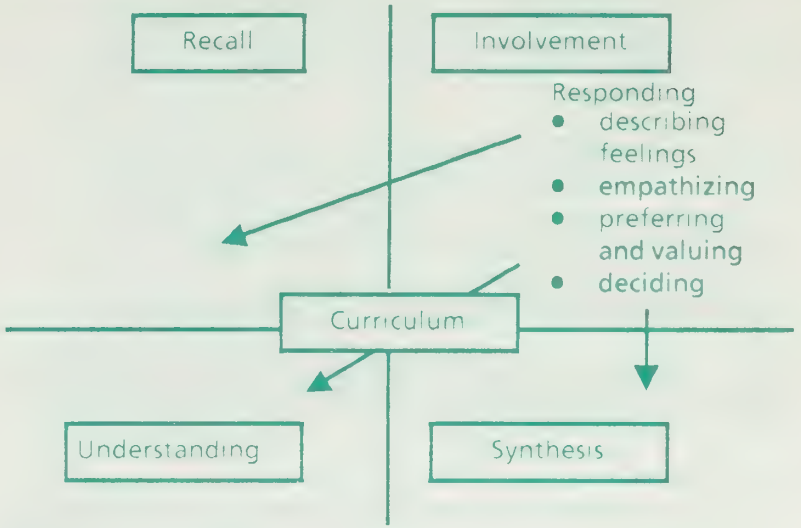
These four learning processes also correlate to discrete thinking skills. A fundamental objective of the instructional approach is to encourage students to broaden their repertoire of thinking skills.



To assist teachers to recognize the level of "processing" that is recommended, each of the learning expectations is correlated to one or more learning process:

Recall (R)	Understanding (U)
Involvement (I)	Synthesis (S)

As each theme includes opportunities for the individual student to develop and improve skills in thinking, dealing with feelings and communication, involvement processes are employed in all aspects of the curriculum.



Involvement processes are coupled with **recall, understanding** and **synthesis**.

For example:

In the "World of Work" the student explores occupational requirements (Recall), career opportunities (Recall, Understanding), career planning and development (Recall, Understanding and Synthesis) and relates that information directly to personal life (Involvement).

"Independent Living" requires mastery of basic information and skills in relation to banking, credit, insurance, and rights and responsibilities under the law (Recall and Understanding). The skills and information are then applied by the student to a personal financial management plan (Synthesis and Involvement).

The process approach is facilitated by using instructional strategies that establish an effective environment for learning. This requires:

1. the development of an accepting, cooperative classroom environment
2. student participation in the learning experiences
3. cooperative learning and interaction with fellow students
4. ongoing communication with and feedback from the teacher
5. student assessment procedures that address individual growth through the learning processes in each section of the model (Involvement, Synthesis, Understanding and Recall)
6. passive learning of content is minimized by avoidance of excessive use of lecture method
7. opportunities to verbalize or show through visual means how they felt about an experience, to reflect on what they learned, to examine how this can be related to other parts of their lives and to process the ideas into their personal experience

It is essential that the teacher has a good understanding of the desired outcomes of an activity and allows enough time for "processing". Processing can be done as a large group or through discussion, through questionnaires, brainstorming or unfinished sentences (I learned..., I felt...).

Well chosen, effectively implemented instructional strategies support the process orientation and provide an opportunity to combine several learning expectations within each class.

The following strategies can be effectively used in the Career and Life Management classroom:

- role playing/dramatizations/role reversals
- demonstrations by teacher and/or student
- peer teaching/helping
- case studies/stories
- brainstorming (verbal and visual)
- discussions (peers, small/large groups)
- debates
- games
- opinions/values voting-continuums
- simulations
- story completions
- student planning and organizing of events
- field trips
- collages, scrapbooks
- guest speakers
- interviews
- question/answer (student/teacher, student/student)
- incomplete sentences

Instructional Strategies should be structured in such a way that the designated learning processes are incorporated.

IOP

In addition to the foregoing instructional strategies, the following are suggested for use with IOP students:

1. To facilitate acquisition of information, include:

- *guided viewing of pictures, filmstrips, films, videos, charts, and other groups*
- *examination of media, displays, models*
- *job shadowing and mentorship programs*
- *field trips*
- *explanations*
- *taped discussions for later listening and review*
- *advance organizers, pre-posed questions.*

IOP

- *comprehension aids for abstracting meaning from text*
  – e.g., teacher reads aloud to students; taped reading of text; guided text processing through use of text features (e.g., Table of Contents, titles, subtitles, introductory sentences and paragraphs, summaries, graphics); and comprehension monitoring strategies (RAP and RIDER from SPELT. See Bibliography in Appendix B).
- *study outlines*
- *jointly generated notes and highlighted notes.*

Refer to "Text–nique" for processing of text content (see Appendix F).

2. To facilitate understanding and processing, include:

- *student generated visual webs, semantic maps, flow charts*
- *games.*

3. To facilitate expression of learnings and insights, include:

- *model making, displays*
- *visual presentations, photographic essays, or cartoon making*
- *demonstrations*
- *taped audio or video reports*
- *access to computers, word processing programs, and printers and strategy use - e.g., COPS (from SPELT. See Bibliography in Appendix B).*

4. To facilitate independent learning, make use of:

- *student-teacher negotiated contracts*
- *structured session*
- *manageable content chunks*
- *specific feedback and encouragement.*

Students may not recognize the significance of any activity or may find the activity threatening if they have not been properly prepared.

It is important that a teacher consider the following:

1. Define objectives - consider what the objectives of the lesson are and if this activity is the most effective way of achieving them.
2. Warm-up students - do a warm-up activity or give an introduction/talk to ensure that students are feeling comfortable with what is to be done in the lesson.
3. Set the scene - outline the lesson or give out instruction sheets so students know exactly what is expected of them.
4. Complete the activity - make sure students know the beginning and end of the activity.
5. Process the learning - help students to identify the learning that has occurred and to relate that learning to their own lives.
6. Debrief - ensure students have ended their involvement and understand the positive learning of the experience.

When using instructional strategies, it is helpful to keep in mind the following points. No matter which instructional strategy is selected, the main purpose and objective of the activity should be clearly identifiable and understood by the student . The success of an activity can often be attributed to the introduction to the activity (setting the scene) and the conclusion (analyzing/debriefing).

1. Small Groups

Many of the activities suggested in this manual recommend the use of small groups. This allows students to take a more active part in the discussion, thus feeling more secure and receiving more encouragement and support than in a large class discussion. As a result, they are more willing to express their feelings about a topic or issue; they tend to move away from right/wrong, yes or no answers; and they share opinions and experiences more freely with each other

IOP

Teacher can facilitate sharing by asking students to respond to a peer's comments - e.g., What do you think of the point that Joe made? Do you agree with him? Why? or Why not?

For a small group to be effective, however, it is important that the teacher carefully arrange the organization of the groups and properly prepare and structure the task to be completed. An optimum number for such a group would be about four to six students, with careful thought given to the composition of the group. This avoids the possibility of two or three students dominating the discussion. It is also important that students do not continually stray off topic by introducing irrelevant information.

IOP

Where possible, IOP students should be included with other students in small integrated groups. When groups are comprised largely or entirely of IOP students it is suggested that five students be considered a maximum number.

2. Debate

It is important to give students sufficient time to prepare for a debate. This can be done by presenting them with a topic beforehand or setting it as homework. The topic or question to be debated must be clearly outlined by the teacher. The actual debate can take several forms: judge/jury style with three speakers on each side; a panel type debate with each speaker allotted a specific time, and followed by a question and answer period from rest of class; or a group presentation on the topic. It may also be possible to have people from within the community present to help assess the debate.

IOP

Organized discussions/arguments may be more appropriate for IOP students. (The Devil's Advocate approach stimulates involvement.)

3. Research

Research work allows students to select a topic of interest and pursue it in detail. Since different students use different resources (both within the school and the community) a wider perspective of the topic can be developed. It is essential that the teacher suggests sources of information and discusses the research work with the school librarian. (Refer to role of the school librarian, page 47.)

IOP

A resource library of materials (print, audio-visual) appropriate for IOP students is essential. Such materials might be accessed through IOP resource libraries. Students will use non-book resources for much of their research (e.g., interview, observation, survey, polls, questionnaires, opinionnaires). Students should have access to computers, word processing programs, and printers.

4. Brainstorm

Brainstorming is most effective when students have a clear understanding of how to brainstorm and the purpose of the exercise. It is essential for the teacher to make sure students realize:

- that no judgments or comments are to be made when a suggestion is presented
- that any idea, no matter how ridiculous it may seem, can be presented, as it may trigger off a more relevant idea
- they are encouraged to suggest as many ideas as possible.

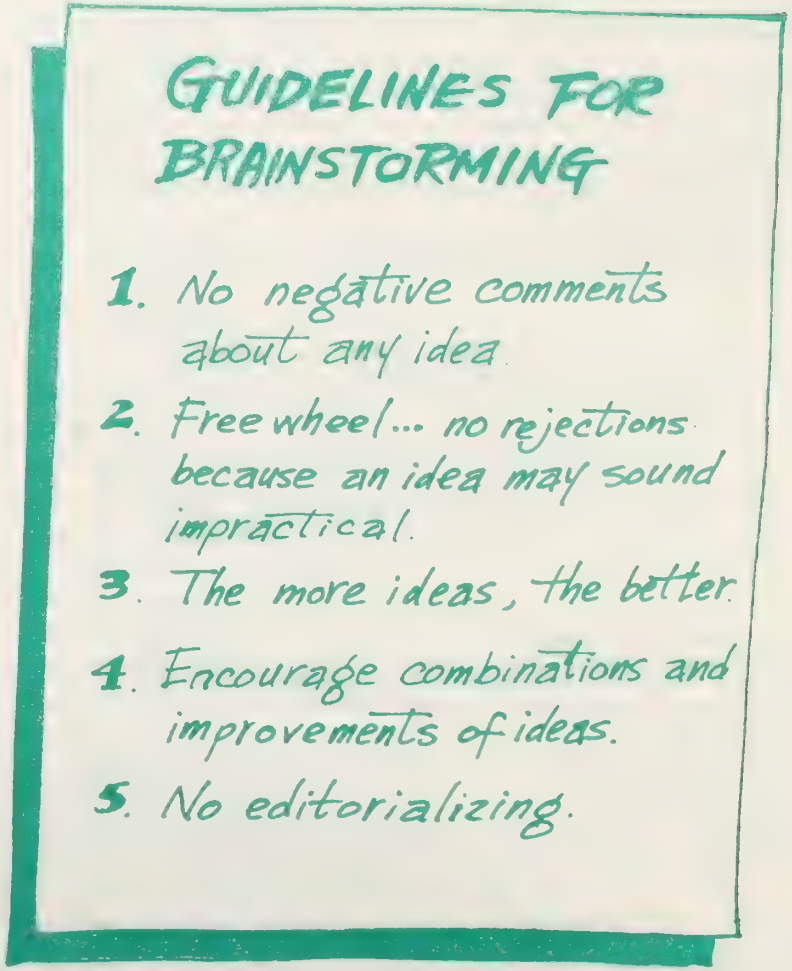
IOP

Visual brainstorming is a technique that can be used by IOP students.

5. Role Play

A role play, dramatization or role reversal can be a most effective strategy in helping students to:

- build awareness of how others may feel/think
- build communication skills
- improve confidence in their ability to interact with others
- provide information on topic of study
- express their feelings in a safe environment
- recognize the linkages among skills/knowledge.


GUIDELINES FOR BRAINSTORMING
1. No negative comments about any idea.
2. Free wheel... no rejections because an idea may sound impractical.
3. The more ideas, the better.
4. Encourage combinations and improvements of ideas.
5. No editorializing.

GUIDELINES FOR STUDENT EVALUATION

Assessment of student achievement in CALM is similar to that of other process-oriented courses. Strategies used in social studies, personal living skills, or elementary and junior high health, and IOP courses may also be applied to CALM. As in other courses, the following general guidelines should be considered when developing criteria for evaluating student achievement:

- evaluation should be consistent with student evaluation guidelines established by the local school board and school
- planning for student evaluation should occur at the program planning stage
- students should be aware of the course expectations and the short-term and long-term evaluation procedures at the BEGINNING of the course
- evaluation should include formative and summative procedures
- standards should be reasonable
- all the objectives outlined in the curriculum should be reflected in the evaluation criteria
- students should be treated equitably in relation to students in their own and other classes of CALM
- mark allocations should be proportional to the time spent on the learning expectation.

IOP

Individual growth increments should be considered for IOP students (entrance-exit differences).

It is important to note that, although it is not necessary to evaluate ALL classroom activities, some students may be more motivated if they are assured their involvement is to be acknowledged through the allocation of marks. The following evaluation worksheets (pages 64–71) will provide some assistance as to how specific instructional strategies could be evaluated.

CALM deals with feelings, emotions and personal growth (affective) and with theory and knowledge (cognitive). Both cognitive and affective learning domains should be included in the evaluation plan.

LINKING STRATEGIES TO LEARNING PROCESSES

The evaluation strategies should also reflect the learning process or processes (RECALL, UNDERSTANDING, INVOLVEMENT AND SYNTHESIS) which have been defined for each learning experience. For example in the course of studies:

> **The student "recognizes the various aspects of well-being"** (R) are designated at the RECALL level.
>
> **The student "identifies strategies that could be used to improve well-being (goal-setting)"** (S) are designated at the SYNTHESIS level.

Assessment should be designed to judge the student's ability to achieve, as a minimum, the learning expectation at the level defined by the learning process. For example, if the learning expectation is defined as RECALL, the strategy used for assessment could be matching items, multiple choice, etc. If the learning expectation is defined as SYNTHESIS, the strategy used for assessment could be short answer questions, essays, or practical applications

The following is designed to assist teachers to identify an evaluation strategy appropriate to the learning process.

1. COGNITIVE (assess student's ability to RECALL, UNDERSTAND and SYNTHESIZE)

Multiple choice	Complete the sentence
Matching items	Short answer questions
True or false	Essays

2. AFFECTIVE (assess student's ability to deal with feelings, emotions and growth in psychological terms -- INVOLVEMENT)

Debates	see page 67
Group work/projects	see pages 68–70
Inventories Opinion/value voting consortium	Students can complete such assignments and submit them for credit/non-credit or a 2-point mark system could be used (0 = not submitted, 1 = incomplete, 2 = complete)
Role playing/reversals Dramatizations Demonstrations by teachers or students Peer teaching/helping Simulations Job shadowing and mentoring Viewing films and videos	Participation (Yes/No) Student comments (verbal or written) on how they were affected by the activity (see page 65)
Case studies Student planning and organizing of events	Students analyze case studies in terms of decision-making process (see page 64)

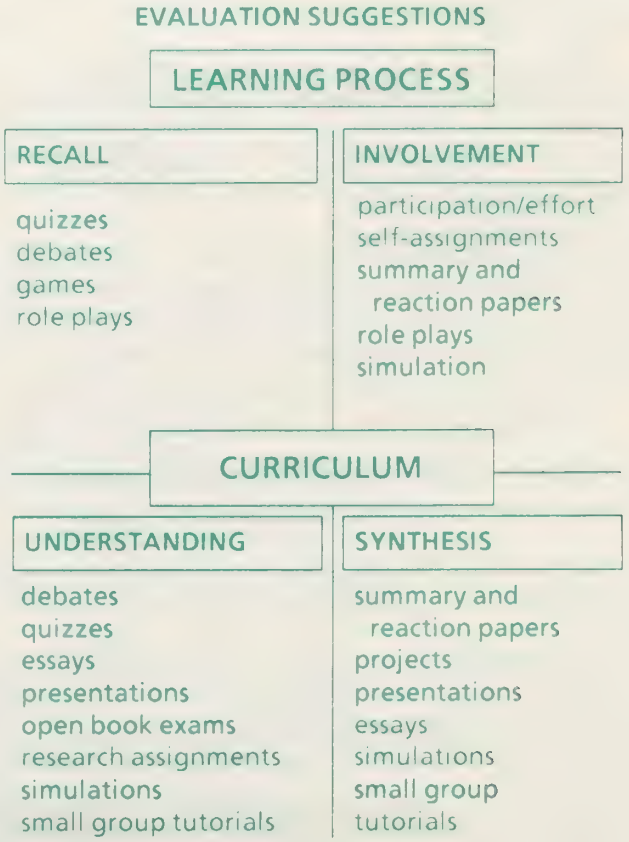
It is difficult to isolate evaluation of the affective domain from the cognitive domain, and within the perspective presented in CALM such a separation is not necessary. It is, however, important that instructional strategies, and consequently the evaluation strategy, provide opportunity for students to demonstrate their ability to:

- communicate ideas and feelings
- make decisions which may involve their emotions, and
- deal effectively and appropriately with their feelings.

3 COMBINED

Following are a number of evaluation strategies that combine the cognitive and the affective domains:

Response worksheets
Rating scales
Attitude questionnaires
Open-ended questions
Journal
Opinion questionnaires
Forced choice questions
Interviewing
Anecdotal reporting



YEARLY EVALUATION PLAN

There are many ways to assess students' achievement in CALM. The following strategy is founded on the basic principle of effective evaluation which allocates marks, as much as possible, in proportion to the time spent on a particular topic or objective. The chart shown on page 63 could be used to ensure that the time spent on a sub-theme or theme (T) is reflected in the number of marks allocated to that sub-theme or theme (%).

For example, the following evaluation breakdown might occur for a 3-credit course:

	Time (hrs.) Reg.	Elect.	Marks
Theme A: Self-Management	9	2	110
Theme B: Well-Being	9	2	110
Theme C: Relationships	10	2	120
Theme D: Careers and the World of Work	11	3	140
Theme E: Independent Living	12	2	140
	51	11	620

IOP

Time based marking may not be appropriate for IOP students.

Marks for each theme would be a total of assignments and projects. Assignments and projects can be weighted appropriately to reflect the importance and emphasis within the themes.

The following outlines evaluation strategies which are correlated to the four learning processes. As the FOCUS and LEVEL OF EXPECTATION vary for each learning expectation and curriculum objective, specific evaluation strategies may appear in more than one quadrant (e.g., simulations, essays).

ADDITIONAL SUGGESTIONS FOR STUDENT EVALUATION

1. One-on-one student-teacher interviews held throughout the semester:

   - goal setting
   - performance review/assessment
   - final evaluation

   a. Structured expectations for each student are set out.
   b Allow student input

2. Contracts may be effectively used.

3. Ongoing student self-evaluation - ensure a variety of methods are used:

   - goal setting
   - setting criteria for achievement
   - strengths/limitations
   - group contributions
   - work/study habits
   - journals.

4. Group evaluation for cooperative learning situations.

5 Graduated difficulty strategy (slanted rope)

   Students are provided with a number of choices which provide a graduated evaluation scale:

   - Students choose own level of achievement after reviewing all choices.
     Before students begin, the teacher should check the students' understanding of what and how to do the task.
   - Time constraints are established.
   - Debrief. Why did you choose this alternative?
     How did you feel about this choice?

STUDENT EVALUATION

It is important that evaluation methods actually measure knowledge, understanding, skill and growth rather than the student's test taking skills. The regular objective exams can be modified for IOP students as follows:

- *Multiple Choice (eliminate all but three distractors)*
- *Fill in the Blank (pencil in three alternatives under the question)*
- *Matching Test (pencil in three or four item numbers from which student chooses*
- *True/False (read statements to students)*

In the case of longer exams comprised of short answer questions, the teacher may personalize the IOP student's paper by indicating with a check mark which questions he or she is to answer. Adjust marks accordingly. Oral exams, taped exams, and open book exams are appropriate for IOP students. Student generated questions for exams is another recommended strategy.

IOP students do not perform well under time pressure. Allow adequate time for test taking. Do teach test writing strategies (e.g., SCORER from SPELT. See Bibliography in Appendix B).

It is important to evaluate projects, demonstrations, group work, portfolios/scrapbooks, and other expressions of understanding and competency. Thus, rating scales, check-lists, pre- and post-questionnaires, open-ended items are suggested evaluative methods.

RESPONSIBLE COMMUNICATION

- If I wish to be heard
  It is my responsibility to listen to others
  And consider the opinions of others.
- If I wish to be happy and treated with understanding
  I have the responsibity to
  Be kind and encourage others and not put others down.
- If I wish to be liked
  I must be likeable
  If I wish to be respected
  I have the responsibility to respect others
  Whatever their size, shape, colour, or sex.
- If I wish to be safe
  I have the responsibility to
  Make the environment safe for others and respect others property.

• Adapted from the Family life and Sex Education program, C.B.E

YEARLY EVALUATION PLAN: CORE COURSE[1]

THEMES	SUB-THEME 1	SUB-THEME 2	SUB-THEME 3	SUB-THEME 4	SUB-THEME 5
A. SELF-MANAGEMENT (9 hours) T = ___ %	BUILDING COMMUNICATION SKILLS T = ___ %	BUILDING SELF-AWARENESS T = ___ %	CHOICES AND CHALLENGES T = ___ %		
B. WELL-BEING (9 hours) T = ___ %	NATURE OF WELL-BEING AND HEALTHY LIFESTYLE T = ___ %	FACTORS AFFECTING PERSONAL WELL-BEING T = ___ %	MAINTAINING AND ENHANCING PERSONAL WELL-BEING T = ___ %	CHOICES AND CHALLENGES T = ___ %	
C. RELATIONSHIPS (10 hours) T = ___ %	UNDERSTANDING RELATIONSHIPS T = ___ %	RECOGNIZING COMMITMENTS AND EXPECTATIONS T = ___ %	DEVELOPING, ENHANCING AND MAINTAINING STABLE AND SATISFYING RELATIONSHIPS T = ___ %	DEALING WITH GRIEF AND LOSS T = ___ %	CHOICES AND CHALLENGES T = ___ %
D. CAREERS AND THE WORLD OF WORK (11 hours) T = ___ %	CAREER PLANNING PROCESS T = ___ %	PERSONAL CAREER PLAN T = ___ %	ESTABLISHING AND IMPLEMENTING A CAREER PLAN T = ___ %	CHOICES AND CHALLENGES T = ___ %	
E. INDEPENDENT LIVING (12 hours) T = ___ %	LIFESTYLE CHOICES T = ___ %	PERSONAL FINANCIAL MANAGEMENT T = ___ %	CHOICES AND CHALLENGES T = ___ %		

ELECTIVE = 11 hours (25 hours to be distributed within any of the five themes)
T = hours spent (required and elective) on theme and sub-theme
% = marks allocated

1. Note: The time allocations shown for each theme are for a 3-credit course. If the course is offered for five credits, each theme is allocated additional time (see page 45)

SAMPLE EVALUATION: DECISION MAKING[1]

___ 1. What is the problem/goal?

___ 2. What resources are available to you?
What limitations or constraints do you see?

___ 3. What are your alternatives? What positive or negative consequences do you see?

ALTERNATIVES	CONSEQUENCES

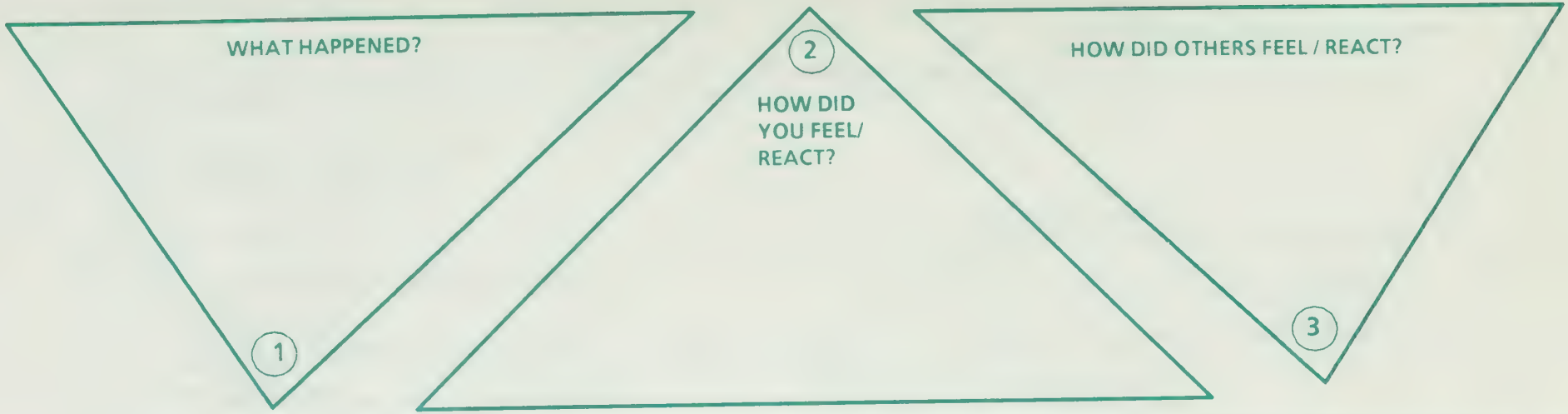
___ 4. What is your decision?

___ 5. How will you implement your decision (resources, time schedule, monitoring plans)?

___ 6. How will you know if it was a good decision?
What would make it a poor decision from your perspective?

1 This worksheet can be used to review or analyze classroom activities such as role plays, videos, simulations, etc The marks can be allocated on complete incomplete basis or on the analysis of what has occurred and how that affects themselves and others

SAMPLE EVALUATION: ANALYSIS OF A CLASSROOM ACTIVITY[1]



4 HOW CAN YOU APPLY THIS?

NOW:

LATER:

5 WHAT DID YOU LEARN?

6 DID YOU AGREE OR DISAGREE? Why or why not?

1 This worksheet can be used to review or analyze classroom activities such as role plays, videos, simulations, etc. The marks can be allocated on complete/incomplete basis or on the analysis of what has occurred and how that affects themselves and others

SAMPLE EVALUATION: ASSESSMENT OF ATTITUDES[1]

STUDENT _____ DATE _____

- ☐ ☐ is self-motivated
- ☐ ☐ seeks consultation with teacher, or other students at appropriate times
- ☐ ☐ invites/accepts suggestions
- ☐ ☐ invites/accepts criticism
- ☐ ☐ displays confidence
- ☐ ☐ expects to succeed
- ☐ ☐ works independently and with confidence
- ☐ ☐ feels worthy of trust
- ☐ ☐ self-image is congruent with how others see him/her
- ☐ ☐ flexible when shown new evidence
- ☐ ☐ supports position taken (commitment)
- ☐ ☐ accepts rules and limitations that are imposed
- ☐ ☐ opposes rules/limitations appropriately
- ☐ ☐ accepts responsibility for own behaviour
- ☐ ☐ focuses on the positive (opportunities/achievements)
- ☐ ☐ shows initiative
- ☐ ☐ relates to others effectively
- ☐ ☐ does not rely on others to act/decide
- ☐ ☐ recognizes when help is needed
- ☐ ☐ uses decision-making/management model
- ☐ ☐ confronts problems willingly
- ☐ ☐ seeks to resolve concerns
- ☐ ☐ willing to share skills and knowledge with others
- ☐ ☐ exercises good judgment when using authority
- ☐ ☐ demonstrates perseverance
- ☐ ☐ encourages others
- ☐ ☐ is a good listener
- ☐ ☐ communicates ideas effectively (written form)
- ☐ ☐ communicates ideas effectively (verbally)
- ☐ ☐ communicates ideas effectively (other ways; e.g., body language)

1 Students could complete this form at the beginning, at the end or periodically throughout the course. Use a numbering system if you wish (0-5, weak to strong) Alternatively, students could complete the first column, then the teacher or a friend could complete the second column.

IOP

Use Always, Sometimes, Never, instead of the number system.

SAMPLE EVALUATION: ASSESSMENT OF A DEBATE

DEBATE EVALUATION

Team _____

_____

_____

5 – excellent
1 – poor

Topic _____

_____

Judge _____

	Rating	Suggestions for Improvement
1. How well was the team presenter able to deliver an interesting and polished speech?	5 4 3 2 1	
2. Is there evidence of good team work?	5 4 3 2 1	
3. How logical/well researched were the arguments/statements presented?	5 4 3 2 1	
4. How well organized was the presentation?	5 4 3 2 1	
5. How well did the team members pose questions during cross-examination?	5 4 3 2 1	
6. How well did the team members pose questions to the opposing team?	5 4 3 2 1	
TOTAL	_____ / 30	

COMMENTS:

_____

_____

_____

_____

SAMPLE EVALUATION: PARTICIPATION CHECKLIST FOR CLASS OR SMALL GROUP DISCUSSIONS

Student's Name * (3 = Always, 2 = Sometimes, 1 = Never)	Volunteers information or ideas	Contributes when appropriate	Willing to be questioned	Questions others' ideas	Modifies views when appropriate	Considers facts before reaching conclusions	Shows respect for others	Supports ideas or observations with facts or examples	Listens without interrupting

Modified from Making the Grade Evaluating Student Progress, Prentice Hall, Canada, Inc., Scarborough, Ontario, 1987, p 88

*IOP

When used by students, it is suggested that Never, Sometimes, Always be used.

SAMPLE EVALUATION: OBSERVATION/ASSESSMENT OF GROUP ACTIVITY/PROJECT[1]

Project Description:

Group Members:

_____/10 Project was submitted ☐ On time ☐ Late Reason: _____

Project was presented on _____ by _____

_____/50 Content

COMMENTS

- evidence of research
- appropriate
- complete
- format

_____/30 Presentation

- effective coverage of information (clear, concise)
- evidence involvement encouraged (eye contact, questions)
- use of audio or visual aids

_____/10 Group Evaluation

- What mark should be allocated? ____ Why?
- Should all members of the group receive the same mark? ____Why? Why not?
- What was learned? (On the back of this sheet summarize the major points covered in the presentation. Include such things as the focus or emphasis of the presentation. You may wish to use a concept map. Note any questions you still have or could pose.)

1. This form can be used by the teacher or students. In addition, students who have observed the presentation can be more actively involved by making one positive comment about the presentation on a separate sheet of paper. These comments are then made available to the presenters or placed on a table at the side of the room for everyone to review.

SAMPLE EVALUATION: PROBLEM-SOLVING PROCESS OBSERVATION FORM

Make notes in the blank spaces provided. Record WHO did WHAT.

Organization	HOW did the group start? HOW did the group begin sharing its resources? WHAT procedures did the group develop to solve the problem?	Comments: WHO did WHAT?
Data Flow	HOW did the group get out all the information? WHAT data were accepted? Rejected? HOW was the information collated or compiled?	
Data Processing	HOW did the group discuss its own functioning? WHAT decision rules emerged? WHAT visual aids were employed? HOW was consensus achieved and tested?	
Critiquing	HOW did the group discuss its own functioning? WHAT climate emerged during the meeting?	

SAMPLE EVALUATION: PERSONAL PARTICIPATION ASSESSMENT CHART

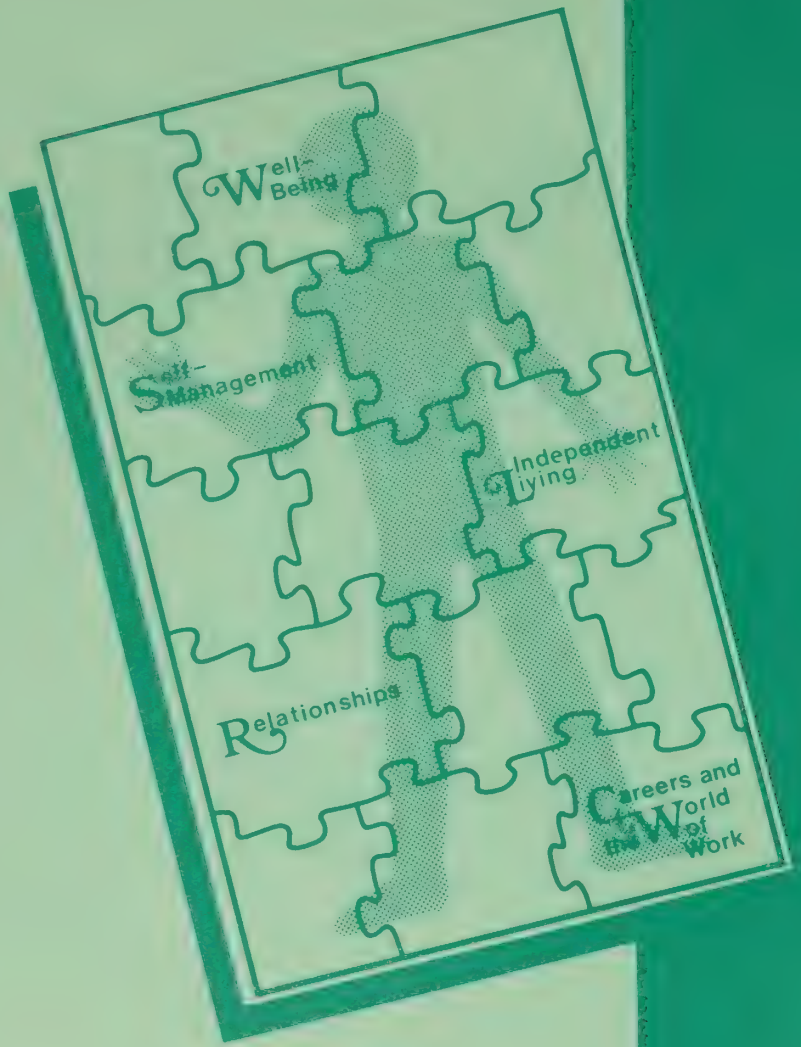
Name _____ Activity _____ Date _____

	NEVER	SELDOM	OCCASIONALLY	USUALLY	INVARIABLY	EXAMPLE
1. Did I contribute ideas without waiting to be asked?						
2. Are the ideas which I presented related to the topic being discussed?						
3. Did I add anything to what was said?						
4. Did I listen with an open mind to the opinions of others in the group?						
5. Were my opinions modified as a result of the opinions of others?						
6. Did I help another group member contribute to the group?						
7. Did I get a clearer picture of my own concerns/problems or strengths as a result of this group work?						

IOP

Reduce to three columns: Never, Sometimes, Always

COMMENTS



SECTION IV

THEMES

THEME ORGANIZATION

Each of the five themes provides the following:

1. Rationale

   These statements outline the basic principals of the themes and provide understanding of why the theme is being studied.

2. Objectives

   These are the specific objectives for each theme.

3. Background Information

   This provides the teacher with information on special points about the theme and suggestions to make it relevant to their students

4. Overview of the Sub-Themes

   The main ideas or concepts in each sub-theme are outlined.

5. Enrichment

   Teachers should adapt the curriculum to meet the needs of individual students. For those students who have already reached the level(s) of learning process designated for the learning expectations, some suggestions of additional enrichment activities are provided. In the case of those students needing additional support and reinforcement, ideas and modifications have been made throughout in the adaptation for IOP students, and are indicated as such.

6. Integration

   All themes are interrelated through the generic skills and concepts. Teacher should also reflect on previously covered material

7. Previous Study

   This lists related courses that students may have taken. Teachers should determine the level of students' knowledge, skills and attitudes prior to each theme so that unnecessary duplication of content, activities and/or resources can be avoided.

8. Sub-Themes

   The learning expectations for each sub-theme are stated as well as the recommended level of thinking skill or strategy (learning process). Resources that can assist in teaching that expectation are identified as well.

9. Suggested Activities

   A number of suggested activities for each theme are provided. Teachers need to adapt these activities to make them more relevant. In some, blackline masters are included. Additional activities can be found in the teacher's guide to *Strategies for Career and Life Management* and the *ACCESS Inservice Guide*. Teachers should note that in many cases, several learning expectations are covered by one activity.

10. Additional Suggested Activities

    These provide a number of suggestions for projects, out-of-school activities, expansion activities and/or research for each sub-theme

11. Sample Evaluation

    Sample evaluation instruments are provided for each theme

SUGGESTIONS AND MODIFICATIONS OF THEMES FOR IOP STUDENTS

1. *It is suggested that students concentrate on major concepts and that learning experiences be functional and directly relevant to students' needs.*

2. *'Choices and Challenges' should provide students an opportunity to apply their learnings to real life situations.*

3. *The learning Expectations of Themes A, B, and C need to be emphasized for IOP students. The learning expectations of the Human Sexuality module are also deemed to be appropriate and relevant for IOP students.*

4. *Themes D and E have been extensively addressed in IOP courses. These themes have been modified accordingly. If there should be surplus time, such time could be applied to Themes A, B, and C, or to the Human Sexuality module.*

5. *It is suggested that the Human Sexuality module be integrated within the core themes for a 4-credit course. If CALM is offered for three credits, with IOP students only, then the extra time made available through the modifications of Themes D and E could be used as instructional time for offering the Human Sexuality module.*

6. *Most of the suggested activities in this resource manual are suitable for IOP students. Other activities have required some modification. Activities specifically designed for IOP students have been added and are designated IOP.*

7. *In Theme A, it is suggested that thinking as a skill be emphasized. The development of metacognitive skills is believed to be an important part of learning for IOP students.*

8. *It is suggested that students be taught and encouraged to use strategies when reading, writing, and test taking (e.g., SQ3R, RAP, RIDER, COPS, AND SCORER from the SPELT manual). See Bibliography in Appendix B and p. 56.*

9. *While the content of the custom developed text is appropriate, it is suggested that comprehension aids be used; e.g., teacher reads aloud to students with ongoing discussion, uses expository text features such as: Table of Contents, heading, sub-titles, chapter summaries, graphics, etc., to help students obtain information/meaning from the text. (Refer to "Text–nique" for processing of text context – Appendix F.)*

10. *In addition to appropriate print resources, other techniques such as audio-visual materials, demonstrations, simulations, practical experiences, etc., should be integral to the program (see p. 56). Brainstorming and discussion sessions are also important ways of accessing information.*

11. *In regard to evaluation, it is important that evaluative techniques actually measure knowledge, understanding, skill and growth of the student rather than his or her test-taking skills. Therefore it is suggested that the teacher modify written exams and use alternatives to written exams where appropriate. Examples of suitable evaluative techniques include: untimed tests, personalized exams, oral exams, open book exams, rating scales, checklists, self-evaluative measures. (See p. 62 for suggested appropriate measures.) It is important to evaluate projects, demonstrations, group work, and any other expressions of growth and/or understanding. (Refer to the Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers, Interim 1988.)*

12. *It is important to involve students in course planning. (See Classroom Climate Building, Teacher–Class Course Planning Session, p. 51). Similarly, teacher and students should plan the development of each theme. The following is a suggested procedure:*

    (a) *Students and teachers generate questions and issues to be addressed in theme.*

    (b) *Decide on specific learning activities, projects, sources of information, and ways of evaluating growth.*

    (c) *Record plans on a transparency. Copy for students.*

    (d) *Encourage students to obtain free materials from community resources, agencies (AADAC, Health Units, Consumers and Corporate Affairs, etc.).*

THEME A

SELF-MANAGEMENT

SUB-THEMES:

1. Building Communication Skills
2. Building Self-Awareness
3. Choices and Challenges

Student Issues:

- *Why am I so important?*
- *How can I know myself better?*
- *How can I best express my needs and wants?*
- *How can I gain and stay in control of my life?*

THEME A: SELF-MANAGEMENT

RATIONALE

- Self-awareness unfolds through discovery, understanding, and communicating with others.
- Self-awareness includes a knowledge of individual characteristics, attitudes, values, aspirations and skills.
- Self-understanding is developed through the individual experiencing of new ideas, reflecting, supporting others, and expressing ideas and feelings in an open and supportive environment.
- Self-management leads to a sense of control and positive commitment to those to whom we relate, to the resources to which we have access, and to future opportunities.

THEME OBJECTIVES

The student:

1. increases self-awareness through appraising and accepting strengths, talents, aptitudes and limitations
2. recognizes how to maintain and enhance self-worth
3. develops flexibility in applying a variety of strategies to cope with the challenges, frustrations and conflicts within daily living
4. develops understanding of personal feelings and builds skills in communicating these appropriately
5. builds awareness of personal thinking processes and strategies and applies that knowledge in areas such as decision making
6. improves study and time management skills and recognizes that these skills will help one meet personal goals
7. builds skill and develops strategies to respond to the challenge of change.

TEACHER BACKGROUND INFORMATION

If students are to be able to make decisions, to take responsibility for their actions, and to manage their lives constructively, they need to have the opportunity to expand their awareness of who they are, and to build their ability to communicate with others. They need to recognize that the basic skills developed in this theme (thinking, communicating, dealing with feelings) can be applied in a variety of settings.

The three sub-themes outlined in Self-Management are designed to provide the foundation for the generic skills that are reinforced throughout the CALM curriculum. Choices and Challenges, at the end of each theme, allows students an opportunity to combine knowledge and skills into a plan of action that is personally relevant and achievable. Where appropriate, students should be encouraged to implement plans.

Consequently, it is recommended that Theme A: Self-Management be taught first. The Self-Management theme forms the foundation for the other four themes and, as such, the skills developed and information presented in this theme are reinforced and expanded throughout the course. The teacher may well achieve this as part of the debriefing of various process activities that occur throughout the course.

IOP

See p. 76, item 12 for student involvement in planning.

OVERVIEW OF THEME A: SELF-MANAGEMENT

Sub-Theme 1: Building Communication Skills

Building Communication Skills is designed to help students recognize the importance of effective communication skills and to assess their own personal communication styles.

It is presented first to help the teacher build a positive classroom climate. Activities should be selected that will allow students to assess and develop their personal communication styles, while at the same time creating an environment in which students learn to trust each other and feel comfortable in sharing ideas. Communication skills should be continually reinforced throughout the themes, and opportunities will need to be provided for students to practise and expand their skills in many different settings.

Sub-Theme 2: Building Self-Awareness

This sub-theme includes three key concepts:

- self-assessment
- feelings
- thinking.

The self-assessment section allows students to do a personal assessment which should help them identify personal challenges. The emphasis in CALM should be on students' present level of communication skills, self-awareness and thinking skills. Self-assessment should be done early in the course, followed by reassessment at appropriate times.

To be able to deal with their feelings maturely and responsibly, individuals must have ongoing opportunity to reflect on such feelings over an extended period. Consequently, this sub-theme should be introduced at this stage and reinforced as the course continues. Thinking skills should also be conceptually presented early in the course and reinforced throughout the course by encouraging students to:

1. analyze the thinking process which has been applied in various situations (metacognition)
2. broaden the range of thinking skills and processes (thinking skills and strategies).

IOP

For IOP students, skills should be presented in a practical context.

Sub-Theme 3: Choices and Challenges

Students will have an opportunity to develop a personal decision-making model, which they will be encouraged to use throughout the course. The importance of decision-making and the role it will play in CALM will be explored. Students will also formulate some short- and long-term goals and consider how they will implement these. A positive, proactive attitude toward goal-setting and action planning will be emphasized, and practical activities to develop this will be provided.

INTEGRATION

Self–Management forms the foundation for the other four themes and, as such, it is recommended that this be taught first. The communication skills considered in the first sub-theme will be used and explored in more detail in all themes but particularly in the Relationships theme. Students will identify and express their feelings through such techniques as journal write-ups, role plays, simulations and summary responses. Thinking skills will be reinforced through teacher questioning techniques and by students processing what happened in certain activities. Students are encouraged to apply decision-making models and to focus on goal-setting and action-planning (Choices and Challenges). As the teacher progresses through the themes it is important that students reflect on the Self–Management theme.

PREVIOUS STUDY

A major emphasis in the elementary and junior high health programs is on developing an awareness of self, whereas the emphasis in Career and Life Management is on the awareness of self in relation to significant others. Although the Junior High Health and Personal Life Skills Program deals with self-assessment quite extensively, it should be noted that CALM students will be considerably more mature and will bring a different, more "future-oriented" perspective to their self-assessments. Some of the learning expectations are also addressed in the IOP.

SUB-THEME 1: BUILDING COMMUNICATION SKILLS

ESTIMATED TIME: 2 HOURS

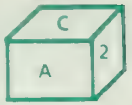
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	TEACHER NOTES
The student:			
recognizes that effective communication skills are essential for personal success in: – expressing oneself – relating to others	U/I verifying, valuing	Reaching Out (Chapter 4)	It is recommended that climate building activities precede these sub-themes. (Refer to *Teacher Resource Manual – Core Program*, page 50.)
identifies and evaluates communication skills and styles that are: – verbal and non-verbal – formal and informal	R/U/I observing, summarizing, comparing and contrasting, valuing, deciding, classifying	Reaching Out (Chapter 6)	*IOP* See p. 76, items 8 and 9 for helping students process print
reviews and builds communication skills: – listening – paraphrasing – questioning – giving and receiving feedback – recognizing communication barriers – being assertive versus being aggressive	R/S recalling, applying	Reaching Out (Chapters 4, 7) Contemporary Concerns of Youth (Chapter 22)	*IOP* Refer to IOP English programs *IOP* include – critical viewing – producing visuals
demonstrates appropriate methods of expressing feelings, ideas and needs	S applying	Reaching Out (Chapter 5)	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

IOP

Some of the learning expectations/topics have been addressed in IOP course work

TEACHER NOTES:



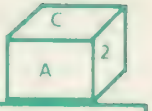
SUB-THEME 2: BUILDING SELF-AWARENESS

ESTIMATED TIME: 5 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	TEACHER NOTES
The student:			
understands that change is continual	U verifying	Reaching Out (Chapter 8)	
• Self-Assessment			
reviews and evaluates personal abilities, interests, limitations, personality, values, and cultural background	U/S observing, preferring and valuing	TRM A–1, A–2, A–5	
reviews and assesses how expectations held by others affect self concept	U/S recalling, describing feelings, summarizing	Reaching Out (Chapter 8), TRM A–1, A–2, A–5	
distinguishes between ideal self, self concept and others perception of self	U comparing and contrasting	Reaching Out (Chapters 5, 6), TRM A–2	
• Feelings			
develops an understanding of the multiplicity and range of one's feelings and assesses how feelings affect behaviour	U/I/S comparing and contrasting, preferring and valuing, associating	Reaching Out (Chapter 9), TRM A–3	
builds awareness of the importance of constructive expression of personal feelings	U/I comparing and contrasting, preferring and valuing	Reaching Out (Chapters 10, 11), TRM A–4	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



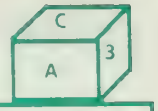
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	TEACHER NOTES
The student:			
• Thinking			
demonstrates an understanding of the various elements of the thinking process: - skills - strategies - metacognition - attitudes	U recalling, listing, summarizing	TRM pp. 23–33, TRM A–6	*IOP* Emphasis on using thinking skills and strategies
recognizes and values the effectiveness of positive thinking	I valuing, deciding		
demonstrates effective study skills	S generating, applying		
recognizes that individuals have various learning styles and that these styles can impact their learning	U comparing and contrasting, deciding		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: CHOICES AND CHALLENGES

ESTIMATED TIME: 2 HOURS



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	TEACHER NOTES
The student:			*IOP* Students are encouraged to compare the decision-making model with the IOP model
develops a personal decision-making (self management) model	I/U verifying, valuing		
recognizes the need for flexibility	I/U comparing and contrasting, valuing		
compares long-term and short-term planning	I/U summarizing, valuing	TRM A–7, A–8	
identifies and evaluates current personal goals	I valuing, deciding		
recognizes and values the benefits of a pro-active approach to decision making	U verifying, valuing		
recognizes the need to take the initiative in implementing life decisions	S generating, applying		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY A-1: STUDENT PROFILE

Purpose (Curriculum Correlation)

Building Self-Awareness

Self-assessment

reviews and evaluates personal abilities, interests, limitations, personality, values, and cultural background

reviews and assesses how expectations held by others affect self-concept.

Choices and Challenges

identifies and evaluates current personal goals.

Materials: Activity Sheet A-1: Autobiographical Questionnaire

Time: 50-60 minutes

Procedure

The autobiographical questionnaire is a tool to help students clarify their self-perception. It can be instrumental in boosting a person's self-esteem.

Distribute the questionnaire and allow 15-20 minutes for completion. Have students discuss their questionnaire with a partner (preferably someone they don't know well) for five minutes. Have students introduce their partner to the class without referring to any written material. (Allow a half to one minute each, depending on class size.)

Debrief the activity with a general class discussion using the following guidelines:

1. How did you feel about completing the questionnaire? Sharing with a partner? Introducing the partner? Being introduced?

2. What did you learn about yourself? Your partner?

Note: Students could develop their own autobiographical questionnaire individually or in small groups.

Suggested Evaluation

Give credit for completion of the questionnaire. Teachers may have the students discuss or write their responses to the questions. It is recommended that students' more specific responses not be evaluated. This questionnaire could be distributed again at the end of the course, when the two sets of answers could be compared.

ACTIVITY SHEET A-1: AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name: _____
2. Age: _____
3. Short paragraph on such things as:
   - school attended before
   - interests
   - where born/lived
   - places travelled
4. List three to five words that best describe you.
5. List three to five words that describe your family.
6. What do you like to do most in your free time? The least?
7. Without mentioning specific names, what are the qualities in adults you respect and admire the most? The least?
8. Without mentioning specific names, what are the qualities of friends you respect and admire the most? The least?
9. What are you doing to develop these admirable qualities in yourself? How will you avoid the less attractive characteristics?
10. What is there about you that makes you likeable?
11. What do you like about school? Dislike about school?
12. What do you see yourself doing two years from now? Five years from now? Ten years from now?
13. What major goals are you working on right now? How?

SUGGESTED ACTIVITY A-2: SELF-CONCEPT: IDEAL SELF AND OTHERS' PERCEPTION OF SELF

Purpose (Curriculum Correlation)

Building Self-Awareness

Self-assessment

reviews and evaluates personal abilities, interests, limitations, personality, values, and cultural background

reviews and assesses how expectations held by others affect self concept

distinguishes between ideal self, self-concept and others' perception of self.

Choices and Challenges

identifies and evaluates current personal goals.

Materials: Activity Sheet A–2: What am I like?

IOP

Or, alternatively, use the 'Dimensions of Me' Activity Sheets from Cultural Bridges.

Time: 10-15 minutes in class

Procedure

Ask students to think about themselves and consider a question such as "What do I really believe I am like personally?" Filling out the activity sheet will help students identify their characteristics as they believe them to be. As this is a personal evaluation, they need not share it with anyone. They can submit the form or put the activity sheet in their journal (or notebook).

Alternative Procedures

Some students may decide that it would be helpful to know what others think of them. They can have one or two people they trust complete the questionnaire on the activity sheet. These people could be a family member, a member of the class, a friend, an employer, a coach of a sporting team, a group leader, and so on.

When the ratings by others have been completed, ask students to compare the sheets prepared by others, with their own rating of themselves. Enter the impressions indicated by others on their own rating sheet, but in a different colour so that their own impressions are easily distinguishable from those of others. Suggest a comparison of the impressions. Ask students to note the differences for themselves. Then ask them the following questions, allowing time for thought and any comments individuals may wish to offer:

1. Do the impressions you have noted tell you anything about your perception and the perception others have of you?
2. Did the opinions held by others surprise you? Did their opinions affect your opinions of yourself?
3. What are the differences between how you would like to be (your ideal self), how you think you are (your self-concept), and how others see you? Why do you think these differences exist?
4. How do you feel about these ratings?
5. Which is more important to you – your impressions of yourself or those of others? Do you know why?
6. Are there any goals you would like to establish for yourself over a short- or long-term period?

ACTIVITY SHEET A-2: WHAT AM I LIKE?

INSTRUCTIONS: This activity is designed to get you thinking about some of the characteristics and abilities that you feel you possess. It will also provide an opportunity for you to compare your perceptions with those of another person. Consider each statement below and think about yourself. Do you agree, strongly agree, disagree, strongly disagree, or are you undecided? For IOP, reduce to three columns: agree, undecided, disagree.

	STRONGLY DISAGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. I am creative.					
2. I like to be part of a group.					
3. I would rather be a follower than a leader.					
4. I cope easily with change.					
5 I have confidence in my ability.					
6. I am an introvert.					
7. I am athletic.					
8. I am self-motivated.					
9. I am cheerful most of the time.					
10. I find it difficult to make decisions.					
11. I like to help other people.					
12. I am dependable.					
13. I am comfortable with my appearance.					
14 I am studious.					
15. I am a good friend.					
16. I can express myself fairly well.					
17. I have a good sense of humour.					
18. I can manage money well.					
19 I am a cooperative person.					
20 I am an assertive person.					

SUGGESTED ACTIVITY A-3: PERSONAL FEELINGS AND BEHAVIOUR

Purpose (Curriculum Correlation)

Building Self-Awareness

Feelings

develops an understanding of the multiplicity and range of one's feelings and assesses how feelings affect behaviour.

Materials: Activity Sheet A–3: Consider Your Feelings

IOP

Options might be reduced to yes, sometimes, and no.

Time: 10-15 minutes

Procedure

Have each student complete the individual Activity Sheet A-3. When completed, have students star (*) all the statements to which they gave a 1, then have them tick all the statements to which they gave a 4. Have them write a short statement on what this tells them about some of their feelings. Have them share this statement with a friend

IOP

The teacher may wish to read statements aloud to class.

SUGGESTED ACTIVITY A-4: EXPRESSING FEELINGS

Purpose (Curriculum Correlation)

Building Self-Awareness

Feelings

builds awareness of the importance of constructive expression of personal feelings.

Materials: Activity Sheet A–4: Identifying and Expressing Feelings

Time: 20-30 minutes

Procedure

1. Brainstorm words that express feelings – both positive and negative. Have students complete the activity worksheet. Discuss the range of feelings that have been identified and describe circumstances that may affect those feelings. Students can indicate how they would (or could) express those feelings (directly or indirectly)

2. Alternatively, have students role play selected situations. One strategy is to break the class into small groups. Each group practises one or two role plays and then presents them to the class.

ACTIVITY SHEET A–3: CONSIDER YOUR FEELINGS

Read each statement below and then consider how it applies to you. Beside each statement write 1, 2, 3, or 4 based on the following:

1 – not at all like me
2 – sometimes like me
3 – often like me
4 – always like me

IOP

Options might be reduced to yes, sometimes, and no.

_____ 1. I prefer to work by myself.
_____ 2. I lack initiative.
_____ 3. I would rather read about something than experience it.
_____ 4. I am sensitive.
_____ 5. I love to hear praise.
_____ 6. I blush easily.
_____ 7. I am critical of others.
_____ 8. I worry a lot.
_____ 9. I have ups and downs in mood without understanding why.
_____ 10. I am outspoken.
_____ 11. I have trouble facing criticism.
_____ 12. I have trouble handling problems.
_____ 13. I hurt other people.
_____ 14. I admire perfection.
_____ 15. I am forgetful.
_____ 16. I am fun to be with.
_____ 17. I don't like accepting help from others.
_____ 18. I am a poor loser.
_____ 19. I like to please others.
_____ 20. I love living.

ACTIVITY SHEET A–4: IDENTIFYING AND EXPRESSING FEELINGS

	What are your feelings?	How would you express these feelings?
Your sister tells you she is getting married.		
Your mother tells you to "clean up your dishes in the kitchen" – when you didn't make the mess.		
You receive a low mark in a course and your father grounds you for a month.		
You're one half-hour late coming home one evening and your mother says you can't use the car for a month.		
Your brother spills paint on a ten-page report/assignment that's due tomorrow.		
A girl or boy you like calls to ask you out.		
You receive 75% on a test.		
Your teacher praises you in front of the whole class.		
You have to give a three-minute oral presentation.		

SUGGESTED ACTIVITY A–5: AWARENESS OF INTERESTS AND ATTITUDES

Purpose (Curriculum Correlation)

Building Self-Awareness

Self-Assessment

reviews and evaluates personal abilities, interests, limitations, personality, values and cultural background

reviews and assesses how expectations held by others affect one's self-concept.

Time: 30-40 minutes

Procedure

Read out some of the following statements and questions, or prepare a worksheet with selected statements. Students can respond with their answers. These can be kept confidential or shared in pairs, small groups or as a class.

1. If I could go anywhere in the world, I would go to . . .
2. My favourite singer is . . .
3. One quality I think is important in a friendship is . . .
4. My ideal part-time job would be . . .
5. My favourite water sport is . . .
6. One person who makes me laugh is . . .
7. One thing I would like to learn how to do this year is . . .
8. One birthday present I remember is . . .
9. In 1990 I will probably be living in . . .
10. One thing I own that I would never give away is . . .
11. My favourite pastime is . . .
12. My favourite possession is . . .
13. My all-time favourite movie is . . .
14. The fictional hero or heroine with whom I closely identify is . . .
15. If I had to be someone else instead of myself, I would choose . . .
16. My favourite form of recreation is . . .
17. If I had more time, I would . . .
18. If I could change one aspect of me, I'd . . .
19. If I had $1000.00 I would . . .
20. I would like to learn how to . . .
21. I have strong beliefs about . . .
22. I often wish that . . .
23. The best thing about a friend is . . .
24. What makes me mad is/are . . .
25. I feel best when . . .
26. I think the greatest influence in my life has been . . .
27. My favourite saying is . . .
28. My favourite colour is . . .
29. My pet peeve (something that bugs me) is . . .
30. What I like best about myself, is . . .
31. Where are the places I feel most comfortable?
32. Who am I most comfortable with?
33. How do my friends make me feel?
34. Do I do the things I really want to do when I am with my friends?

SUGGESTED ACTIVITY A–6: THINKING SKILLS

Purpose (Curriculum Correlation)

Building Self-Awareness

Thinking

demonstrates an understanding of the various levels of the thinking process: thinking skills, strategies, metacognition, attitudes.

Teacher Preparation: Review pages 23-25 on the THINKING AS A TOPIC OF STUDY. This lesson plan will introduce these dimensions to students. In addition, teachers should plan their lessons throughout the year to expand students' repertoire of discrete thinking skills, to build their flexibility for applying a wider range of thinking strategies and attitudes and to make them more aware of how they think (metacognition).

Materials:

Activity Sheets:
A-6(1): Expanding Your Repertoire of Thinking Strategies
A-6(2): Attitudes or Tendencies That Contribute to Intelligent Thought

Time: 40 minutes

Procedure

1. Discuss what human beings do when they behave intelligently. Have students brainstorm a list of behaviours. (Refer to Thinking as a Topic for Study, pages 23-25.)

2. Have students assume they are tutoring a junior high school student for a test that will require quick recall of a series of words. Ask students to form into pairs or triads to discuss how they will help the student they are tutoring prepare for the test. Then allow the CALM students to experience each of three situations. (Three lists of words are provided on Activity sheet A–6(1).) Ask students which STRATEGY they used to try to recall the words. For example, some may have placed the words into categories, some may have developed a mnemonic for the first letters of the words, others may have made up a fantasy which incorporated the words. How will they know which strategy will work for the student they are tutoring? Discuss how they study for their own courses. Which strategies do they use for each course?

3. Point out to students that the previous activity encouraged them to "think about thinking" (metacognition) and demonstrated the relationship between discrete thinking skills (input, processing, and output) and thinking strategies. Encourage them to expand their vocabulary to include metacognition.

IOP

Alternative Activity
- ***Brainstorm: What is thinking?***
- ***Classify responses as to thinking strategies (linear, creative).***
- ***Relate decision-making model (p. 34) to linear and creative processes.***
- ***Together, or in groups, solve a practical, relevant problem using the model.***

IOP

Review some metacognitive strategies from IOP courses and SPELT. Consult with teachers of IOP courses.

4. Assignment A (One week)

Distribute activity sheet A-6(2) on page 94 which lists the attitudes or tendencies that contribute to intelligent thought. Ask students to identify situations in which they or others demonstrated each of the items listed.

IOP

Suggested Activity: Examining the Role of Attitude in Thinking

- *Brainstorm: How do attitudes affect thinking?*
- *Categorize responses.*
- *Summarize - by identifying attitudes that promote or interfere with thinking.*

Assignment B

Ask students to reflect on a recent decision they made. What process did they follow? Have them summarize the process using the decision-making model on page 34, or a model of their choice.

ACTIVITY SHEET A-6(1): EXPANDING YOUR REPERTOIRE OF THINKING STRATEGIES

Following are three lists of words. One list of words should be dictated, one list shown on the overhead or blackboard for one minute, and one list should be shown on the overhead while the words are repeated. For each list, allow students one minute to think about the words they saw/heard, then ask them to write them on a sheet of paper. The objective is for the students to apply a strategy that allows them to recall as many of the words as possible. Students can share the strategies they found successful. Students who have tried using one particular strategy could repeat the activity with different words, using another strategy. (Note that the students can also generate additional word lists)

WORD LIST NO. 1

carrot	house	cat	television
potatoe	silver	knife	elephant
catalogue	happy	lettuce	piano
orange	card	apartment	bed
cafeteria	blue	book	box

WORD LIST NO.2

little	cardboard	printer	title
bear	wall	plant	fox
frozen	milk	lettuce	disk
paper	letter	plant	window
turtle	file	red	wreath

WORD LIST NO.3

pickle	table	paper	icon
kleenex	grade	dictionary	hall
basket	peg	tomato	purse
apple	alphabet	number	fish
gun	leaf	chair	wallet

ACTIVITY SHEET A-6(2):
ATTITUDES OR TENDENCIES THAT CONTRIBUTE TO INTELLIGENT THOUGHT

Besides thinking skills and strategies, a person must have an attitude that contributes to thinking. The thinking person must have the willingness, the disposition, the inclination, and commitment to think.

Complete this worksheet by describing situations in which you or others have demonstrated an attitude or tendency that contributes to intelligent thought.

ATTITUDES	SITUATION
• Being open-minded	
• Withholding judgment	
• Being honest	
• Seeking to become more informed	
• Searching for alternatives	
• Dealing with ambiguity	
• Striving for precision, definition, and clarity	
• Remaining relevant to the central issue or main points	
• Perceiving relationships between the basic concern and the discussion at hand	
• Being willing to change with the addition of more information or compelling reasons	
• Taking a stand when the evidence and reasons are sufficient to do so	
• Being sensitive to the feelings, level of knowledge, and concerns of others.	

SUGGESTED ACTIVITY A–7: PICTURE YOUR LIFE

Purpose (Curriculum Correlation)

Choices and Challenges

identifies and evaluates current personal goals.

Materials: Activity Sheet A-7: Picture Your Life

Time: 20 minutes and homework

Procedure

1. Have students analyze the roles they presently play and the roles they wish to play in the future (student, parent, employer, etc.).

2. Ask students to picture their lives when they are 20, 30, 40 and 60 years old in terms of:

   a. where they will be living (location and type of home)
   b. what they will be doing (roles, careers, activities, etc.)
   c. who they will be close to (family, friends, colleagues).

3. Ask students to complete another "Picture Your Life" with someone outside the school, perhaps someone from a different generation or a different culture. Ask them to identify occurrences in their own lives that caused them to modify their goals.

SUGGESTED ACTIVITY A–8: SETTING GOALS

Purpose (Curriculum Correlation)

Choices and Challenges

identifies and evaluates current personal goals.

Materials: Notebook or folder.

Time: 15 minutes (ongoing)

Procedure

1. Ask students to identify one or two goals for each of the following:

   - today
   - this week
   - this month
   - this year
   - the next five years.

2. Have students briefly outline a plan of action to achieve those goals. They should identify any resources they may need, establish a time schedule, outline how they will monitor or evaluate whether or not they have achieved the goal.

ACTIVITY SHEET A-7: PICTURE YOUR LIFE

Age	I will live	I will do	I will be close to (people) . .
Present			
20			
30			
40			
60			

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: BUILDING COMMUNICATION SKILLS

- Have students take one minute, with eyes closed if helpful, to imagine the best vacation spot possible. Tell them to relax and picture being there and what it looks like, smells like, and feels like. In pairs, have each person share the spot he or she imagined and what it was like.

- Make a list of 20 ways to communicate caring, fondness or love to someone you care about (for example, a friend or relative) who lives some distance away.

IOP

Use as a teacher directed whole class activity.

SUB-THEME 2: BUILDING SELF-AWARENESS

- On the board, brainstorm feelings (happiness, loneliness, frustration, and so on). Have students look at the listed words and pick out a feeling they could convey non-verbally. Encourage some students to pick out words they think no one else would choose. Then have students move around expressing their feeling non-verbally. Whenever a student thinks he or she knows a feeling another student is conveying, he or she goes to the board and writes the word. Another option is to play charades.

- The Bag That's Me

  Have each student create a paper sack collage out of newspaper or magazine cutouts. Paste on the outside of the paper sack, any cutouts that symbolize how they appear on the **outside**. Place within the paper sack, any symbols that reveal who they are on the **inside**.

  Students spend about ten minutes tearing or cutting out of a magazine – words, photographs, slogans – anything that reminds them of themselves. Then take about five minutes pasting the cutouts on the outside or placing them inside the paper sacks. Finally, students come together in small groups to explain their "bags".

  In the small groups, go around the circle and have each person explain the outside of his or her "bag" first. Then go around a second time and let each person take two things from the inside of the bag and explain.
  Note: It is important to allow students to pass this activity if they find it stressful.

- Have students identify a feeling and represent it in some way; for example, through music, a poem, building something, writing oneself a letter, painting, sketching, making a collage, creating a symbol, and so on. It can be something they created or something someone else has created.

- Give a short talk on our limited feelings vocabulary and the problems in communication this can create. Students form triads and discuss a time "I felt confident, annoyed, ashamed", and so on. (Allow each person one minute.)

- Have students bring some object that represents special feelings for them. It could be a trophy, picture, gift, piece of jewelry, leaf, rock, etc. Each person shares why this object is important to them.

- Have students select different songs that invoke deep feelings in them. Have each person play or sing the song and say why it is important, what it makes them feel, and so on. Write a report on the experience.

SUB-THEME 3: CHOICES AND CHALLENGES

SCRAPBOOK

1. Submit a scrapbook that will reflect what you are like as a person – your personality, attitudes, interests, abilities, goals, dreams.

2. The information in this scrapbook can be presented in a variety of ways – photographs, quotations, sketches, pictures, headlines, etc. The scrapbook could be marked on the following basis.

   20 marks: (completion of daily comments/reaction to question – 10 classes x 2 marks)

   5 marks: effort (best possible work, efficient use of class time)

   10 marks: content (realistically covered the criteria used in 1 and 3)

   15 marks: presentation (organized, neat, creative)

3. Your scrapbook should tell the following about you as a person.

   - Your abilities, interests, limitations, personality, values
   - Some of the ways you express your feelings
   - What you would like to be like (ideal self)
   - How you make decisions
   - Some of your goals for
     - this class
     - this year
     - five years
   - How you express your feelings.

4. This scrapbook is personal and confidential and will not be shown to anyone other than the teacher without your permission.

5. At the end of each class you will be asked to respond to a question, or simply write a few lines in your scrapbook. Some examples of these questions are:

   - What did you like about this lesson?
   - What did you learn about yourself today?
   - How can you use what you learned today?

SAMPLE EVALUATION: DECISION MAKING

Part One

In each of the situations below, write the letter (a, b, c, d, e, f, g) representing the decision-making step that best answers the question.

a. Define the goal/problem.
b. Identify/assess materials and non-material resources and constraints
c. Identify alternatives and opportunities.
d. Identify consequences.
e. Make a decision (select an alternative).
f. Prepare an action plan and implement the plan.
g Evaluate if the goal has been achieved.

1. In deciding what kind of summer job to look for, Ellen said, "I want a job that pays a good salary and won't require me to work every afternoon, so that I can go to the beach." Review the seven steps above. At what stage of the decision-making process is Ellen?

2. Bob is a new student at this school. He wants to spend a lot of time making new friends, catching up on his school work, and helping his family get settled into their new house. What stage has Bob reached?

3. James thinks he is interested in attending college after high school but is not sure. He has listed four other things he could do after high school besides attend college. What decision-making step has James completed?

4. Martha has decided to take a job after school. She has been interviewed for four jobs and has definitely decided not to take three of them. What decision-making step has Martha completed?

5. Elaine has decided to look for a part-time job. She is making a list of people to call whom she thinks might hire her. Which of the steps (a to g) best represents this?

IOP

See Notes re Evaluation, p. 100; item No. 11 (p. 76).

Part Two

1. What are some of the major decisions you will make this year?

2. What decisions do you find the hardest to make, and why?

3. Think of one decision you have made in the last month that you regret. Explain how you could have made a better decision.

4. Explain why it is important to use the decision-making process rather than make decisions based on peer group pressure.

5. What one thing could you do to help improve your decision-making skills?

Part Three

In each of the following situations, use the decision-making process to determine what you would do. Show each step of the process in reaching your decision.

1. You are out at a party. You were suppose to have been home an hour ago. You don't have enough money for a taxi and it is about three miles to your place. It is 1:00 a.m. A friend offers you a lift, but he or she has been drinking and is obviously over the legal limit. What do you do?

2. You have made arrangements with your best friend to go out to a movie on Friday night. On Thursday night, another friend calls you up and asks you to go to see your favourite group in concert. What do you do?

3. You have saved for three months to buy a small stereo. You get it home and find a small chip in one of the speakers. You are not sure whether it is covered by warranty or not. What do you do?

IOP

Evaluation Suggestions: Modifications and Alternatives

1. *As part of the theme evaluation, the students could be asked to identify a significant change(s) in self, or an insight that has occurred as a result of this theme study. It is suggested that the students record this observation(s) in their journals.*

2. *Students return to theme plans and determine how well their issues were addressed and where they are at this point in relation to these issues. Students record these observations in their journals.*

3. *It is suggested that the test on page 99 might be personalized (see p. 62). Indicate that Part Two (all items) is to be completed as is. Modify Part Three instructions by changing 'each' to 'one'.*

4. *It is suggested that projects be evaluated (e.g., scrapbooks, "Picture-your-life" activity).*

THEME B

WELL-BEING

SUB-THEMES:

1. Nature of Well-Being and Healthy Lifestyle
2. Factors Affecting Personal Well-Being
3. Maintaining and Enhancing Personal Well-Being
4. Choices and Challenges

Student Issues:

- *What is well-being?*
- *Why is the idea of well-being important to me?*
- *How can I maintain and improve my well-being?*

THEME B: WELL-BEING

RATIONALE

- Well-being focuses on promoting optimal physical, spiritual and mental health.
- Well-being results from a consciously designed, positive lifestyle.
- Lifestyle established in youth will affect the level of well-being achieved in later life.

THEME OBJECTIVES

The student:

1. understands the nature of well-being
2. recognizes that attaining well-being is a dynamic process influenced by internal and external forces
3. recognizes that personal well-being is predominantly determined by one's lifestyle choices
4. recognizes the need to accept personal responsibility for decision making in attaining, maintaining and promoting optimal levels of well-being
5. develops a personal action plan for well-being.

TEACHER BACKGROUND INFORMATION

One of the challenges in teaching this unit may be to impress upon the students the importance of wellness and its relevance to them. For the majority of young people, their physical, emotional and social well-being is fairly good. Students at this age are probably at the peak of their fitness, and have not yet been affected by the various pressures and stresses of a particular lifestyle. They have not yet encountered the frustrations and/or impact of a competitive job market or made a commitment to a university or technical course, so, to them, the importance of wellness has little meaning. Students may view themselves as healthy, indestructible, and find it difficult to project themselves into the future to consider how present behaviours and attitudes might affect their future wellness.

To capture student interest so that they become aware of factors that affect their well-being, it is important to focus on wellness issues that are relevant. Encouraging discussion about certain behaviours that may increase the risk of heart disease, cancer or chronic diseases 20 or 30 years from now has little significance. On the other hand, discussing the immediate effects of such things as fad diets, excessive exercising or drug usage will be personally relevant to them and may encourage them to consider their future wellness.

Another way to make students aware of wellness factors and their importance is to involve parents or older brothers or sisters. Through considering the wellness of those close to them, students can relate their behaviour now to wellness in the future. Students can ask their parents or siblings to compare how they feel now with what they felt like at a similar age (physical activity, drinking, smoking, behaviour, eating patterns) as one way of considering how they might improve their overall wellness in the future.

Such an approach can be a valuable way to present many issues within this theme, as well as provide other spin-off benefits (e.g., students talking with parents, and the involvement of parents in courses). However, the teacher must be very cautious as this may lead to a conflict of family values.

Students can also consider how their behaviour (especially risk-taking behaviour) may affect impressionable younger brothers or sisters, now and in the future.

Some of the health concerns of young people, of which teachers should be aware, are included in the recent Canada Health Attitudes and Behaviour Survey 1984-85.[1]

1. Nutrition

   - High rates of anorexia and bulimia.
   - Alberta students tend to be more concerned than other Canadians about being overweight. The percentage of Grade 10 Alberta teenagers responding yes to the question, "I need to lose weight", was 43.7% (Canadian average 37.7%).

2. Physical Activity and Fitness

   - Alberta students are below average in physical activity level despite having a higher proportion of students taking daily physical education classes.

3. Mental Health

   - Highest level of Alberta students responding yes to a question about depression, "I feel depressed most of the time", was 8.7% (Canadian average 7.1%)

1. Canada Health Attitudes and Behaviours Survey 1, 12 and 15 year olds, 1984 Alberta Report Social Program Evaluation Group. Queen's University at Kingston.

IOP

See p. 76, item 12 for student involvement in planning.

OVERVIEW OF THEME B: WELL BEING

Sub-Theme 1: Nature of Well-Being and Healthy Lifestyle

In the Junior High Health and Personal Life Skills Program, students considered various components of well-being. In this theme, these components are drawn together and the interrelatedness of the aspects considered within the perspective of the lifestyle choices that students can make.

Sub-Theme 2: Factors Affecting Personal Well-Being

Students will explore a variety of elements that affect well-being and identify those that directly affect them now. Some of the health concerns cited in the "Canada Health Attitudes and Behaviours Survey" or "Moving onto the Future: For the Health of Albertans"[2] can be addressed here. Dieting and exercising, especially in excess, are health concerns that are clearly evident among young people. Substance misuse and abuse, in particular those that involve legal drugs (tobacco and alcohol), prescription drugs, and illegal drugs, is an issue that high school students face frequently. The competition for jobs and entry into vocational and academic institutions places a great deal of stress on students to achieve top marks.

2. Alberta Community and Occupational Health: Moving into the Future: For the Health of Albertans, 1987.

Sub-Theme 3: Maintaining and Enhancing Personal Well-Being

Students will define their criteria for wellness and evaluate their own health. They will consider ways in which they can maintain and enhance their wellness. They will also identify some of the risk-taking behaviours they may be undertaking and consider the effect those behaviours could have on their health. Although risk-taking is a natural part of life and some elements of it should be encouraged (risk-taking in problem solving, classroom participation, etc.), students must consider and determine the degree of risk they personally find acceptable and wish to take. They will also identify the many agencies within their own communities that can help provide resources and services to promote well-being or help during crisis situations.

Sub-Theme 4: Choices and Challenges

Students will develop an action plan that they can use to improve well-being. It is important for students to set attainable goals by selecting aspects of health that they are capable of changing; e.g., attempting to reduce smoking or drinking behaviours to improve eating habits or fitness levels.

Students can be presented with this challenge at the beginning of the unit and focus on it as the theme evolves.

ENRICHMENT

- Volunteer activities in school (display to promote healthy lifestyles).
- Peer support.
- Volunteer work (work study) in community.
- Research in areas of particular concern.
- Buddy system with a needy person or group.
- Activities with "hands-on" focus: i.e., nutritious snack day; taking a fitness break during class; visual chart to encourage well-being improvements.

INTEGRATION

Although all themes interrelate, and basic skills are integrated throughout the themes, the student may relate the material in this theme more specifically to:

1. the personal profile developed in the SELF-MANAGEMENT theme

2. applying skills in SELF-MANAGEMENT (decision making) when making choices with respect to well-being

3. the RELATIONSHIPS theme, in that personal well-being influences interactions with others.

PREVIOUS STUDY

Elementary and junior high health curricula provide a background in nutrition, body knowledge and care. Because some topics that relate to this theme are optional (i.e., sexuality and hygiene), some differences in the students' backgrounds may be noted.

IOP

Some of the learning expectations have been addressed in IOP courses.

COMMUNITY RESOURCES

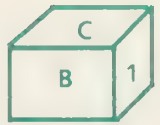
1) National/International

- World Health Organization.
- Health and Welfare Canada: responsible for overall promotion, preservation and restoration of the health of Canadians.

- others:
  - Canada Public Health Association
  - Canada Lung Association
  - Canadian Medical Association
  - Red Cross Society
  - YMCA/YWCA
  - Canadian Mental Health Association
  - Canadian Cancer Society.

2) Community facilities/agencies

- local boards of health: health inspection, home care services, clinics for tuberculosis and sexually transmitted diseases, dental clinics, nursing services, health education, etc
- private offices and medicentres: advise patients, provide in-office treatment, perform diagnostic tests
- health clinics: immunizations, prenatal care, monitor child's growth and development, education
- district home economists
- hospitals: medical and surgical treatment
- rehabilitation centres: extended care after illness, injury or surgery; re-learn motor skills
- community nursing resources: provide home health assessments or treatment
- medical labs: carry out medical diagnostic tests
- nursing homes: nursing care for older patients and those with long-term chronic illnesses
- other: pharmacies, laboratories (optical, dental), fitness organizations
- government organizations: R.C.M.P., city police, local libraries, Consumer and Corporate Affairs, CPR and St. John's Ambulance (first aid course)
- school resources: resource officer, teacher-librarian, guidance counsellor
- AADAC
- local service clubs (Lions, Elks)
- churches



SUB-THEME 1: NATURE OF WELL-BEING AND HEALTHY LIFESTYLE

ESTIMATED TIME: 1 HOUR

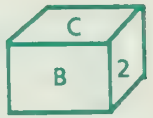
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Emphasize following aspects – psychological (intellectual and emotional) – social – physical – environmental
recognizes the various aspects of well-being. – psychological – intellectual – social – spiritual – physical – environmental – cultural/ethnic – societal	R/S listing, generating	TRM B–1, B–2, B–3	
recognizes the interdependence of the various aspects of well-being and healthy lifestyle	S associating	TRM B–2, B–3	
recognizes characteristics of well-being	R/U/S recalling, generating, summarizing	TRM B–2	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 2: FACTORS AFFECTING PERSONAL WELL-BEING

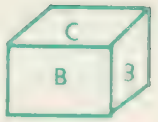
ESTIMATED TIME: 5 HOURS



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student: examines positive and negative factors and issues that affect one's individual sense of well-being and promote a healthy lifestyle builds awareness of health concerns that are prevalent in society: - nutrition - exercise - substance use and abuse - stress	U/S generating, comparing and contrasting, associating R/U recalling, summarizing	TRM B-3, B-4 Straight Facts About Drugs and Drug Abuse (AADAC)	*IOP* Smoking Against Your Will (Video) Me, My Friends and Our Booze (Video)

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



SUB-THEME 3: MAINTAINING AND ENHANCING PERSONAL WELL-BEING

ESTIMATED TIME: 2 HOURS

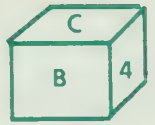
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
develops strategies for assessing and maintaining personal health and healthy lifestyle	S generating	Breast Self-Examination: B S E The Most Important Minute in a Man's Life	
evaluates health information and products	S preferring and valuing, associating	The Pap Test Still Kissing Us Softly (Video)	
recognizes the role of community services in assessing and maintaining individual and societal well-being, and is able to access community resources	I deciding, applying		
recognizes that different behaviours may involve varying degrees of risk to one's health		Me, My Friends and Our Booze (Video) Smoking Against Your Will	
	I predicting, hypothesizing, deciding		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 4: CHOICES AND CHALLENGES

ESTIMATED TIME: 1 HOUR



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies strategies that could be used to improve well-being	S generating	Me, My Friends and Our Booze (Video) TRM B–2	personal inventory
reviews criteria for assessing one's personal well-being	S summarizing, associating		
develops and implements a personal action plan designed to improve one or more aspect of well-being	S generating, applying		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY B-1: LIFELINE EXERCISE

Purpose (Curriculum Correlation)

Nature of Well-Being and Healthy Lifestyle

recognizes the various aspects of well-being.

Materials: Activity Sheet B-1: Lifeline Exercise
large sheets of paper (11" x 17")
pencils, coloured pens

Time: 60-80 minutes

Procedure

1. Give each student a large sheet of paper and at least six different coloured pens/pencils.
2. Have student complete the activity sheet.
   - Students who do not want to talk about themselves may choose a fictional character.
3. Have students break into dyads to discuss their lifeline (20 minutes).
4. Debrief in a large group.

SUGGESTED ACTIVITY B-2: DEFINING WELL-BEING

Purpose (Curriculum Correlation)

Nature of Well-Being and Healthy Lifestyle

recognizes the various aspects of well-being
recognizes the interdependence of the various aspects of well-being and healthy lifestyle
recognizes characteristics of well being.

Choices and Challenges

reviews criteria for assessing one's personal well-being.

Materials: pictures from magazines, newspapers,
paper, glue, pens, tape

Time: Class time, homework

Procedures

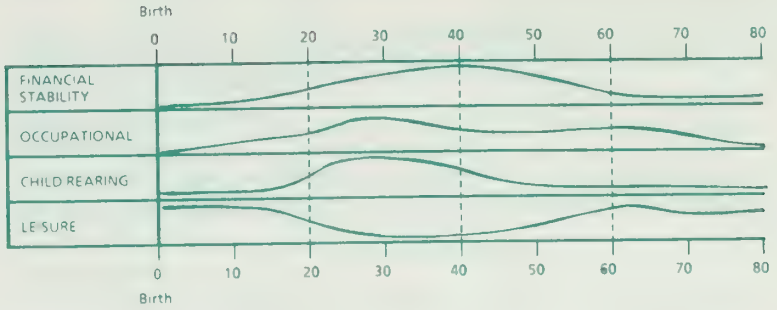
1. Divide into triads.
2. Have students identify pictures that portray issues of youth and well-being.
3. Have students produce a collage of these images.
4. Through the use of essay, audiotape, videotape, discussion students:
   - identify society's perception of well-being
   - identify their own perception of well-being
   - note any differences between the two
   - reasons for differences.
5. Students reflect on whether their actions are consistent with their beliefs/perceptions. They build a personal plan of action for modifying their behaviours. (Choices and Challenges)

IOP

Brainstorm and classify factors affecting well-being and health.

ACTIVITY SHEET B-1: LIFELINE EXERCISE

CAREER
example



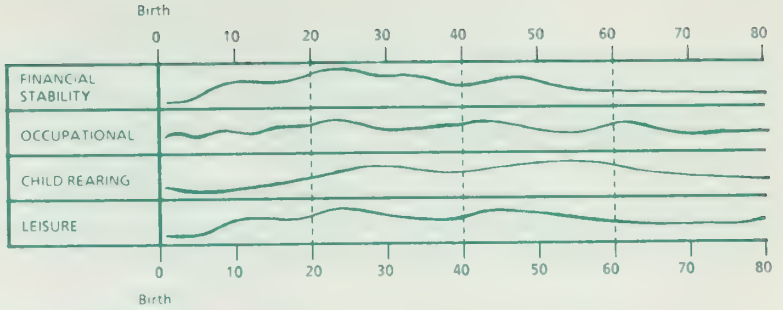
CAREER PATH LIFELINE

1. State and/or draw in any events that may occur in your career path.

2. Add in all highs and lows that may be encountered.

3. Keep in mind your interests, abilities and long-term goals.

WELL-BEING
example



WELL-BEING LIFELINE

1. State and/or draw on the well-being lifeline, events which may occur that relate to each of the following: psychological, intellectual, social, spiritual, physical, environmental, cultural/ethnic, societal. (Use different colours to indicate various components, and a very wavy line to indicate problem times.)

2. Add any highs or lows that may be encountered.

3. Keep in mind:

   - family or genetic characteristics and history
   - goals and expectations of well-being.

As you develop this project ask yourself the following three questions:

1. What is well-being?
2. Why is the idea of well-being important to me?
3. How can I maintain and improve my well-being?

SUGGESTED ACTIVITY B-3: CARTOONING

Purpose (Curriculum Correlation)

Nature of Well-being and Healthy Lifestyle

recognizes the various aspects of well-being

recognizes the interdependence of the various aspects of well-being and healthy lifestyle.

Factors Affecting Personal Well-Being

builds awareness of health concerns that are relevant in society.

Materials: cartoon strips from newspaper

Procedure

1. Cut the cartoon page out of a newspaper.

2. Ask students to work in pairs and read the cartoons. Ask them to identify all of the cartoons that discuss some health related issue.

3. Ask students to find one or two words to describe the health issue; for example, the issue in the cartoon is dieting or emotions.

4. Using the words found in step No. 3, categorize the cartoons related to aspects of health under the following headings:

   physical, psychological (emotional, mental), environmental, social, intellectual, cultural/ethnic

   Note: the cartoons may also be correlated or classified according to Maslow's Hierarchical Needs.

5. Discuss the following concepts:

   - Using a tally system or graph, collate the information to see how many cartoons fit each heading. Which health issue is discussed the most? Why?

   - Conceal the newspaper date and ask students if they can identify the possible time of the year in which the page was printed (i.e., before Christmas, during fitness week, during nutrition month, New Year's Eve, etc). Discuss these issues of health and well-being and what brings them to the forefront of our thinking (i.e., nutrition month; the guilt people feel about the need for dieting).

   - Why do health issues consume a large part of our daily conversations? Does this reflect our values in North America? What might the underlying message be about our society (health and lifestyle are related)?

   - What other information relevant to people's health and well-being was discovered?

   - Using one cartoon, analyze and speculate on the cartoonist's possible underlying motives for the message.

   - Select one cartoonist and collect a series of his or her cartoons. Analyze what the cartoonist's overall perspective of well-being might be.

   - How and why is humour used to discuss health and well-being? What effect does laughter have on our well-being? Which emotions come into play most often (e.g., guilt, anger, stress, concern, love)?

6. Draw a cartoon, write a poem, or prepare a bulletin board collage that defines quality of lifestyle or explains your or the cartoonist's perspective on health and well-being.

SUGGESTED ACTIVITY B-4: DRINKING AND DRIVING

Purpose (Curriculum Correlation)

Factors Affecting Personal Well-Being

builds awareness of health concerns that are prevalent in society.

Materials: Activity Sheet B-4: What Do You Know About Drug Use?

Time: 40 minutes

Procedure

1. Have students individually complete the activity sheet.
2. Have them form small groups and reach a concensus on each question. Read out one question at a time and have each small group state their answer and give a reason for it. Then read out the next question.
3. Provide the correct answer.
4. Have each group select one question that they did not know, have them research it in a little more detail, and then present it to the class.

ANSWER KEY:

1. (b) According to an AADAC survey, less than 47% of youths from age 12 to 17 drink. This number has declined in the past several years.
   Scoring: a) 2 points, b) 3 points, c) 1 point
2. (b) "Average" teens have their first drink of alcohol at age 12.7 years. There has been a gradual increase since 1981 when the average age was 12.1 years.
   Scoring: a) 2 points, b) 3 points, c) 2 points
3. (c) Most often teens have their first drink with their parents (60%). Wine is the most popular beverage for first-time use. Later, teenage drinking most often takes place at parties, with no parents present.
   Scoring: a) 1 point, b) 2 points, c) 3 points
4. (b) Fifty-one percent of teens surveyed use alcohol for the same reason adults do – to relax and have a good time. Twenty-eight percent give as their reason "to be part of the group". For teens, alcohol or drug use is also part of the challenge of becoming independent. They like to experiment and are lured by the appeal of doing something forbidden.
   Scoring: a) 1 point, b) 3 points, c) 2 points, d) 1 point
5. (a) and (b) There are many theories on why people abuse alcohol or drugs. These are only a few of the possible reasons. Addictions counsellors have found that (a) and (b) are especially significant.

   Teens, along with adults, are more likely to have problems with alcohol or drugs if they lack the confidence and living skills to deal with the stresses of life. A person with low self-esteem may attempt to cover up inferior feelings through drug use.

   Strong feelings of loneliness are common in many of those receiving treatment for alcohol and drug addiction. A family history of drug or alcohol abuse can be a contributing factor.
   Scoring: a) 3 points, b) 3 points, c) 2 points, d) 2 points

6. (b) The decline in smoking is due to a reduction among adults rather than a reduction in the number of young people smoking. Twenty-four percent of the teens surveyed in the 1986 Gallup poll reported that they smoke daily.

   Even though the social acceptability of smoking is at an all-time low, more young women are smoking than ever before. Tobacco advertising aimed at young women, and the desire to reduce appetite, may be contributing to this increase.

7. (a) AADAC's survey found that only 2% of Alberta teens regularly use marijuana. Of this group, 80% are 16 or older.
   Scoring: a) 3 points, b) 2 points, c) 1 point

8. (d) Parents tend to worry more about marijuana use, even though alcohol abuse creates far more problems. A survey of teens found that 46% were too busy with other interests to use marijuana. Others didn't like its effects and some didn't want to use it because of possible health damage. Only 10% gave (c) "their parents would be upset" as the reason for not using marijuana.
   Scoring: a) 2 points, b) 2 points, c) 1 point, d) 3 points

9. (a) Drugs such as LSD or PCP are used by a very small minority of teens (4%) and even that number seems to be declining.
   Scoring: a) 3 points, b) 2 points, c) 1 point

10. (c) In a 1985 AADAC survey, only 2% of teens had used cocaine, compared with 4% in 1981.
    Scoring: a) 3 points, b) 2 points, c) 1 point

11. (c) All answers are correct. But the major problem is considered to be missed opportunity for personal development. If people at any age spend too much time intoxicated, they miss out on important opportunities to grow and develop skills. In order to stay in control of our lives, it is important to avoid reliance on alcohol and other drugs for recreation and emotional comfort.
    Scoring: a) 2 points, b) 2 points, c) 3 points, d) 2 points

12. (a) It is a common misconception that a person has to be staggering drunk for driving to be impaired. Impairment depends on many factors. The only responsible decision is not to drive if you have had anything to drink. Teens are especially at risk because they have limited experience both in drinking and in driving.
    Scoring: a) 3 points, b) 1 point, c) 0 points, d) 0 points

13. (a) According to an AADAC survey, 77% of teens generally believe that what they do now will affect them later. In addition, they feel that hard work will lead to later benefits.
    Scoring: a) 3 points, b) 2 points, c) 1 point

14. (a) A national survey by Dr. Bibby showed about the same number of teens (35%) as adults (31%) are deeply bothered by loneliness - a troublesome finding considering the great value teens place on relationships. Teens sometimes feel that others don't care and "you've got to go it alone".
    Scoring: a) 1 point, b) 1 point, c) 3 points

15. (a) Other than hangovers, problems with parents and family are seen as the most significant consequence of teen drinking. Few have problems with the police, and this number fell by half between 1981 and 1985.
    Scoring: a) 3 points, b) 2 points, c) 1 point, d) 0 points

ACTIVITY SHEET B–4: WHAT DO YOU KNOW ABOUT DRUG USE?

Discussion Questions[1]

1. How many Alberta teens drink?

   a) 0-40%
   b) 40-60%
   c) More than 60% ____

2. How old are most people when they have their first drink of alcohol?

   a) 9-10 years old
   b) 12-13 years old
   c) 15-16 years old ____

3. Where do most teens have their first drink?

   a) Secretly, with a friend
   b) At a party, with other teens
   c) With their parents ____

4. What do teens give as their main reason for drinking?

   a) They're curious
   b) They want to have a good time and feel relaxed
   c) Friends or family are pressuring them to try
   d) They want to show they're independent ____

5. Why do people abuse alcohol or drugs?

   a) They don't have the skills to cope with stress
   b) They feel lonely and alienated
   c) They want to escape from their problems
   d) Drug or alcohol abuse runs in their family ____

6. The good news is that Canadians are smoking less. According to a recent Gallup poll, which group has **not** shown this decline?

   a) Males, ages 20-24
   b) Teens, ages 12-17
   c) Males, ages 45-64 ____

7. How many Alberta teens use marijuana frequently?

   a) Less than 5%
   b) 10 to 15%
   c) 20 to 35% ____

8. What is the biggest reason teens give for **not** smoking marijuana?

   a) They don't like it
   b) It might harm their health
   c) Their parents would be upset
   d) They have better things to do ____

9. How many Alberta teens have ever used hallucinogens such as LSD?

   a) Less than 5%
   b) 10 to 15%
   c) 20 to 25% ____

1. Questions selected from questionnaire distributed at an AADAC "Hugs not Drugs" workshop, 1988.

10. How many Alberta teens have ever used cocaine?

    a) Less than 5%
    b) 10 to 15%
    c) 20 to 25%

    ____

11. What is the **major** problem that happens to a person who abuses alcohol or drugs?

    a) Increased risk of accidents
    b) Health
    c) Missed opportunities for personal development
    d) Conflict with family and friends

    ____

12. It is irresponsible to drive if you have had:

    a) anything to drink
    b) more than one drink in an evening
    c) more than two drinks in an evening
    d) more than three drinks in an evening

    ____

13. How many teens feel that what they do now will affect them later?

    a) 77%
    b) 56%
    c) 35%

    ____

14. Loneliness plays a part in many problems, including alcohol and drug abuse. From a recent survey on loneliness, which of the following was found to be true?

    a) Teens are more lonely than adults
    b) Adults are more lonely than teens
    c) About the same number of adults as teens are lonely

    ____

15. Apart from hangovers, what consequences do teens most frequently report as a result of drinking?

    a) Problems with parents and family
    b) Problems with friends
    c) Problems with the law
    d) No problems

    ____

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: NATURE OF WELL-BEING AND HEALTHY LIFESTYLE

- Develop a definition of well-being for class usage.
- Brainstorm all the things that make students feel well and then categorize them as psychological, social, physical, and so on. Cartoons can be used for this exercise.
- Class collage or mural of all images of well-being for young people.
- Case studies of well-being of high profile people.
- Discuss correlation between life insurance rates and lifestyles.
- Use a self-inventory to determine wellness.

IOP

Rate: always, sometimes, never

- For one week, students monitor TV commercials for concerns about health and grooming. List ads.

SUB-THEME 2: FACTORS AFFECTING PERSONAL WELL-BEING

- Students brainstorm (small group activity) what a healthy lifestyle means to them now; i.e., money, friends, feelings of acceptance, status symbols (cars, horse), dates, freedom, clothes, body image, recreation, family, part-time jobs, etc., (use flip charts).
- Students brainstorm (small group activity) what a healthy lifestyle might be for them in the next five or ten years; i.e., security, job/income, friends, food, clothing, shelter, vehicle, intimate relationships, leisure activities, traditions and rituals, family, etc., (use flip charts).
- Group research project on issues related to well-being (examples: cigarette smoke; drinking and driving; seat belts; employment/unemployment; leading causes of death – suicides, traffic fatalities; fitness; eating/diet disorders; age of consent; noise pollution; leaded/unleaded gas; drug use/abuse; peer pressure, etc.).
- Research stress factors in their chosen occupational field through job shadowing, interviews, questionnaires, surveys.
- Students (individually or in small groups) can research issues that affected lifestyles in the past, present, and future, then report back to the rest of the class. For example:

Past
- venereal disease
- bubonic plague
- leprosy
- malnutrition
- diseases (smallpox, polio, etc.)

Present
- nuclear issue (Chernobyl)
- AIDS, Herpes - STD's
- immunization/resistance
- research and analyze current folk heroes' lifestyles and well-being

Future
- allergies
- environment
- chronic diseases
- nuclear issue
- sports injuries
- technology – employment/unemployment
- leisure time
- work ethic
- health in the future:
- ethical issues (euthanasia)

- Plan a follow-up activity (action); i.e., debate, school/community display, reports, school meeting, letters to editors, M.L.A./ political lobbying.
- Organize an awareness day for the school.
- Contact various community services – interview, research skills, letters, displays.
- Have students identify ten risk behaviours. Refer to the statement, "Some risk behaviours are more harmful than others." Have students rank order the risk behaviours, beginning with the one that is most harmful.

SUB-THEME 3: MAINTAINING AND ENHANCING PERSONAL WELL-BEING

- Students write an analysis of their own state of well-being.
- Students contrast the responsibility for health as it applies to different ages. Explain that parents are responsible for the health of their children during their infancy. As children grow older, parents give them health responsibilities. Explain that by the time students reach high school, they have assumed most of the responsibility for their own health. Have students identify some of these responsibilities.
- Have students list typical difficulties that teenagers have. Share their ideas and list them on the chalkboard. Ask students which problems are most easy to resolve and which problems require help. Students are often reassured when they learn that other students their age encounter similar difficulties.
- Discuss ways to assess personal health behaviour. Emphasize how difficult it is for most people to appraise themselves. Design a form that students could carry with them for a day. At each 30-minute interval, have them write down a brief statement about how they felt over the past 30 minutes. Use these records as a way of motivating students to look closely at themselves and their behaviour.
- Select a situation that is regarded as stressful by the students. Divide the class into groups and ask them to examine healthy and unhealthy ways of coping with the situation.

IOP

Alternative: monitor a personal health habit (exercise, smoking, junk food consumption).

- Many professional and community health organizations have health assessments of different types. Have students call or write these organizations to obtain any copies of health appraisals that might be available.
- Have students interview a person over age 50. What health problems were most prevalent in their childhood? If possible, have students interview a person over age 70. What health problems were most prevalent in their childhood? Discuss today's health problems. Compare your ideas to those learned during the two interviews.
- Divide the class into small groups. Have each group develop a short skit titled, "Health in the Year 2000".

IOP

Alternative: discuss possible future health problems (personal, community, provincial, national, global).

SUB-THEME 4: CHOICES AND CHALLENGES FOR IMPROVING PERSONAL WELL-BEING

- Students list ten strategies that they could adopt to improve their well-being. In pairs, have students share and discuss their lists.
- Have students develop a long-range action plan for maintaining and improving their well-being. This can be done individually, in pairs, or in small groups.

IOP

Use the decision-making model (Theme A). Student develops a health behaviour contract.

SAMPLE EVALUATION: WELL-BEING

Type: Project (Level Approach)

Instructions

1. You are to select one health concern that is of interest to you. It may be one that has been discussed in class or is of current interest.

2. You must then determine at which level you wish to work. The higher the level, the higher the mark you will receive.

3. Meet with the teacher to discuss your project and establish what level you plan to achieve.

Level One: 30 marks

a. Research the selected health concern. Determine the extent of the problem within the community, Alberta, Canada. Provide some information on the concern – who is affected (young, old), the ways in which they are affected (mentally, physically, emotionally).

b. Research what community services are available to assess this health concern and what resources are available to assist (rehabilitation, support, self-help)

c. Identify and/or suggest some strategies that could be used to improve well-being in relation to this concern.

d. Develop a personal action plan that would help to improve your well-being in relationship to this concern.

Level Two: 40 marks

a. Complete all of Level One.

b. Design a poster to promote this health concern.

Level Three: 50 marks

a. Complete all of Levels One and Two.

b. Plan and organize a day to promote awareness of this health concern at this school. This may involve a campaign (Quit Smoking for a Day), inviting in a guest speaker, having a debate, a panel discussion, and so on.

Your mark will be based on:

30% – complete and accurate information.

10% – ideas that are developed in an organized manner.

15% – materials such as charts, graphs, pictures, models, photographs and drawings to support or illustrate the information in your project.

10% – indications that you have done research that is current and has been referenced.

10% – originality of content, creativity and method of presentation.

10% – attractiveness, neatness and visual impact.

15% – your personal action plan.

IOP

Level approach may not be suitable for all IOP students. An alternative would be to make this a project for small groups. Evaluate group projects.

SAMPLE EVALUATION: WELL-BEING

1. What is stress?
2. What are the advantages of positive stress?
3. How does negative stress differ from positive stress?
4. What is one source of positive stress for the average high school student (challenge to achieve, competition)? How does it help the student?
5. How does your body tell the difference between positive and negative stress?
6. What are two minor hassles in your day? How can you avoid them?
7. What is one major change that is going to occur in your life in the next three years? How can you control the amount of stress you will have at that time?
8. What can be done about "feeling helpless"?
9. List three relaxation techniques. Which one would work best for you? Why?
10. What are the two steps in creating or developing a positive attitude?
11. What effect does smoking, using drugs and drinking alcohol have on stress?
12. Why do people use smoking, drugs and alcohol to try to control negative stress?
13. Write four goals for yourself, one in each of the areas of life (physical, emotional, social, spiritual) for developing a positive lifestyle.
14. Expand on one of the goals written in response to the above. Exactly what steps (action plan) would you take to reach this goal? List three steps that you could take in the next two days, and two steps that you could take over the next week, to help you to reach your goal.

IOP

Students may be allowed some choice re questions to be answered. It is suggested that numbers 13 and 14 be required. Students may select any 5 of the remaining questions (1 to 12) to answer.

IOP

Evaluation Suggestions: Modifications and Alternatives

1. *Use 'before' and 'after' personal inventories re alcohol, tobacco, drug abuse, etc. (See AADAC materials.) Record major changes in journals.*
2. *It is suggested that students should return to theme plans and determine how well their issues were addressed and where they are in relation to these issues. Students record these observations in their journals.*
3. *Evaluate projects completed during theme.*
4. *Students evaluate group interaction through use of checklists.*
5. *With modifications (as indicated in the box at the top of this page), the evaluative instruments on page 119 are appropriate.*

THEME C

RELATIONSHIPS

SUB-THEMES:

1. Understanding Relationships
2. Recognizing Commitments and Expectations
3. Developing, Maintaining and Enhancing Stable and Satisfying Relationships
4. Dealing with Grief and Loss
5. Choices and Challenges

Student Issues:

- *How do I relate to others?*
- *What types of relationships are important in life?*
- *How can I develop, or enhance, or end a relationship?*

THEME C: RELATIONSHIPS

RATIONALE

- Interpersonal relationships affect most aspects of life.
- Interpersonal relationships are developed and enhanced through:
  - an awareness of self and others
  - effective decision-making and communication skills.
- Relationships satisfy a variety of personal needs.
- Interpersonal relationships change throughout the life stages.

THEME OBJECTIVES

The student:

1. identifies and explores the interaction that occurs within and between relationships
2. identifies expectations and commitments involved in various relationships
3. explores issues within relationships and develops skills to adapt to required changes
4. develops those skills, attitudes and behaviours that promote effective relationships
5. recognizes that with increased knowledge of significant others, one is likely to improve the quality of one's relationships.

TEACHER BACKGROUND INFORMATION

In a 1984 survey of teenagers from across Canada, it was determined they "receive their greatest amount of enjoyment from two areas: relationships and music."[1] In particular, the relationships that were most important to students were friendships.

In this theme, while the primary focus is the relationships in which students are involved, attention is paid to relationships that may be important in the immediate future.

In the Junior High Health and Personal Life Skills Program, students explore two very specific types of relationships – those with the family and those with peers. As students develop and mature, it is important that they broaden their perspective to include a variety of relationships and begin to explore the similarities and differences in these in an attempt to expand the knowledge and skills necessary for developing more positive relationships.

Students also need to consider the impact of one relationship upon another (e.g., part-time work relationship, family relationships) and how these interrelate and affect one's lifestyle, or vice versa.

In this theme, teachers should be particularly sensitive to individual students, as many may have unhappy or unstable relationships that are difficult for them to discuss.

IOP

See page 76, item 12 for student involvement in theme planning.

1 Bibby W., Reginald and Posterski, Donald C. The Emerging Generation: An Inside Look At Canada's Teenagers. Irwin Publishing Inc. Canada, 1985. p. 30

OVERVIEW OF THEME C: RELATIONSHIPS

Sub-Theme 1: Understanding Relationships

Students will identify a variety of relationships in which they are currently involved. Through comparing and contrasting these, they will develop an awareness of the many components of relationships and the manner in which these interrelate.

Sub-Theme 2: Recognizing Commitments and Expectations

Students will examine their present relationships in terms of the roles they assume and the roles they would like to assume. By considering their commitments and expectations, students will recognize that any relationship carries with it not only rights, but responsibilities.

Sub-Theme 3: Developing, Maintaining and Enhancing Stable and Satisfying Relationships

Students will gain understanding of the way in which relationships affect their lives. They will have the opportunity to practise skills to maintain these relationships.

Sub-Theme 4: Dealing With Grief and Loss

Students will recognize that all relationships are subject to continuous change and must inevitably end when life is over. A understanding of how to deal with grief and loss, and the recognition that loss results from a variety of factors (unemployment, moving, death, break-up), will help students to cope with such changes.

Sub-Theme 5: Choices and Challenges

Students throughout this theme will probably have considered many issues that are particularly relevant and important to them. Once these issues have been identified, they can explore one or two of them in greater detail and develop strategies for dealing with them. This may involve a project (research work that would incorporate other themes) or even involve a simulation such as a marriage contract.

ENRICHMENT

- Have students establish a peer support group within the class.
- Research legal rights and responsibilities within a specific relationship.
- Develop a video on one aspect/way of enhancing a relationship (e.g., improving listening skills).
- Do a book report on one of Elizabeth Kubler-Ross' books on the grief and loss process.

INTEGRATION

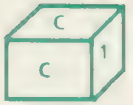
Specific relationships (e.g., employee-employer in the "World of Work") can be examined in further detail. Also, the skills developed in the sub-theme Developing, Maintaining and Enhancing Stable and Satisfying Relationships, are reinforced in Enhancing Well-Being, Job Maintenance and Lifestyle Choices

PREVIOUS STUDY

With respect to relationships, the Junior High Health and Personal Life Skills Program primarily deals with the relationship of the individual (teen) to the family (parents).

IOP

Some of the learning expectations and topics have been addressed in IOP courses.



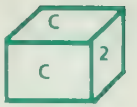
SUB-THEME 1: UNDERSTANDING RELATIONSHIPS

ESTIMATED TIME: 2 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
identifies and compares various types of relationships	U/I comparing and contrasting, classifying, responding	Reaching Out (Chapter 1) Seventeen... Going On Nowhere (Video) TRM C–1	parents, elders, employers, teachers, friends, siblings class peers, lobbies
personal: – significant others – groups			
impersonal: – environment – material goods			cars, clothes, mass media, computers
recognizes that personal relationships involve varying degrees of dependence and independence: – parent/child – friend/friend – teacher/student – employer/employee	U comparing and contrasting, summarizing	TRM C–1	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



SUB-THEME 2: RECOGNIZING COMMITMENTS AND EXPECTATIONS

ESTIMATED TIME: 2 HOURS

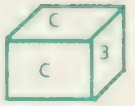
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes that different levels of intimacy will evolve from varying levels of commitment and expectation – physical – social – mental – emotional	U comparing and contrasting, predicting	Reaching Out (Chapters 2, 3) TRM C–1, C–3	
explores how personal and lifestyle needs can be met within stable and satisfying relationships: – physical – financial – social – intellectual – emotional – spiritual	I/U responding, comparing and contrasting, preferring and valuing	TRM C–3	
recognizes the variety of roles that can be assumed within a life cycle	U recalling, comparing and contrasting		– personal contracts: (e.g., marriage licence application) – verbal agreements – wills
assesses the influence of stereotyping on relationships: gender, age, culture, role expectations	U/I observing, predicting, comparing and contrasting, emphasizing	TRM C–2	
recognizes the legal rights and responsibilities of individuals within relationships	R recalling, listing	Employment Standards Regulations (Excerpts from The Employment Standards Act) TRM C–3	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS

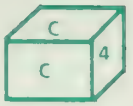
ESTIMATED TIME: 3 HOURS



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
recognizes that all relationships continually change	U comparing and contrasting, observing	Seventeen... Going On Nowhere (Video)	
identifies ways in which relationships are developed, maintained, and enhanced at various stages of the life cycle and across age groups	U reasoning	Reaching Out (Chapters 8-12) Seventeen... Going On Nowhere (Video) TRM C-4	
recognizes the effects of conflict and stress on relationships	I,U recalling, comparing and contrasting	Me, My Friends and Our Booze (Video) TRM C–5	positive and negative (winning a lottery, scholarship, ending a friendship, moving out death)
applies skills for constructively resolving conflict and stress	S applying	TRM C–5	
identifies strategies to enhance relationships	U summarizing		
recognizes that some problems within relationships may not necessarily be resolved at a particular time	U reasoning, verifying	Reaching Out (Chapters 9–11) Reaching Out (Chapters 3–8)	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



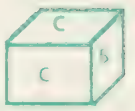
SUB-THEME 4: DEALING WITH GRIEF AND LOSS

ESTIMATED TIME: 2 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
recognizes how individuals deal with the grief and loss process	U recalling, summarizing	TRM C-6	
identifies skills for dealing with change, grief and loss	I listing, deciding, generating	TRM C-6	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



SUB-THEME 5: CHOICES AND CHALLENGES

ESTIMATED TIME: 2 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
identifies and explores significant issues that evolve within relationships	U recalling, preferring and valuing, summarizing	Me, My Friends and Our Booze (Video)	birth, death, divorce, suicide, unemployment
identifies a personal relationship network that supports personal needs, goals and responsibilities	R/S observing, generating	Seventeen... Going on Nowhere	
prepares an action plan for developing, enhancing, or ending a relationship	S generating, creating		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY C-1: DEFINING HOW RELATIONSHIPS ADDRESS NEEDS AND WANTS

Purpose (Curriculum Correlation)

Understanding Relationships

identifies and compares various types of relationships

personal:
- *significant others*
- *groups*

impersonal
- *environment*
- *material goods*

recognizes that personal relationships involve varying degrees of dependence and independence:

- *parent child*
- *friend friend*
- *teacher/student*
- *employer employee*

Recognizing Commitments and Expectations

explores how personal and lifestyle needs can be met within stable and satisfying relationships:

- *physical*
- *social*
- *emotional*
- *financial*
- *intellectual*
- *spiritual.*

Materials: magazines, newspapers, glue, large sheets of paper

Time: 40 minutes and homework

Procedure

1 Divide students into small groups. Assign them the task of brainstorming and listing the different types of relationships they are involved in. Have each group choose a spokesperson. Allow five to ten minutes for the groups to put the list together. Ask them to put in order of priority what they see, at this time, as the five most important types of relationships in their lives. Have each group report the results of its discussion to class. Record the results on a blackboard or on large sheets of paper.

2 Ask groups to look at the five types of relationships they decided were the most important in their lives and to identify the choices/decisions they are facing or may face that are most characteristic of each type.

3 Discuss qualities and characteristics that make a particular relationship positive and valuable.

4 Assign each group the task of illustrating a relationship with a choice or a decision. The illustration could be presented as a collage, a role play situation, in written form (a story, a dialogue, poetry, a newspaper or magazine report). Each group is responsible for presenting its illustration to the class and responding to concerns and questions from fellow students. Encourage creativity in presentation format.

5 When all groups have reported to the class, lead a discussion on the needs that are being dealt with in the relationships and which were initially identified (need for security, friendship, love, support, etc.). List the needs on the board. Finish the lesson through an overview of all the needs an individual may have, and ask for positive ways of meeting those needs within relationships.

Alternative Procedure

Refer to a theorist, such as Maslow (Hierarchy of Needs) and ask students to apply the theory to a life situation (real or fantasy). Have students select two or three of their current relationships and consider what needs are being met in each of them.

Abraham Maslow developed his hierarchy of needs based on the strength of motivation (the condition that causes a person to behave in a certain way):

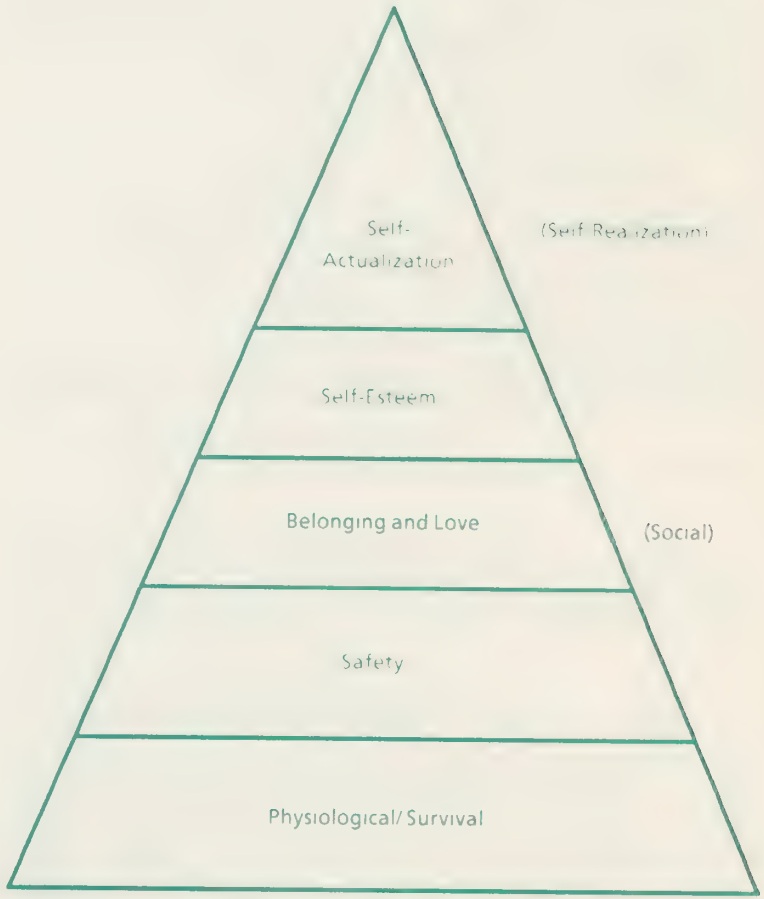
Maslow labelled the first three 'deficiency needs' because they motivate behaviour through a sense that something is lacking. He saw the remaining needs as growth needs—needs related to the development of the individual personality, which can be attended to only when all deficiency needs are satisfied.

1. At the bottom of Maslow's pyramid of needs are basic physiological needs such as hunger and thirst.
2. Next up the hierarchy are safety needs such as avoiding pain and attack.
3. The third kind of needs are those of love and belonging.
4. Next is the need for pride and self-esteem.
5. At the top is the need for self-actualization. This means achieving one's full potential.

IOP

The parenting process and the needs of young children could be discussed in relation to Maslow's hierarchy.

Maslow's Hierarchy of Needs



SUGGESTED ACTIVITY C–2: GENDER AND RELATIONSHIPS: WHAT'S IMPORTANT

Purpose (Curriculum Correlation)

Recognizing Commitments and Expectations

assesses the influence of stereotyping on relationships: gender, age, culture, role expectations.

Materials: newsprint paper and magic markers

Time: 20-40 minutes

Procedure

Divide students into small groups of the same sex. Ask participants to list on the newsprint the five most important qualities they look for in a male and the five most important qualities they look for in a female. Have each group select a recorder. The final products will be composite lists which may be placed on newsprint for class display:

- What males look for in females
- What males look for in other males
- What females look for in males
- What females look for in other females

Discussion Points

1. Do males and females have the same standards for evaluating males? For evaluating females?
2. How do males and females differ in their views of what is important in the opposite sex?
3. What seems to be important in relationships with others of the same sex?
4. How do you account for differences in the lists? Similarities?

SUGGESTED ACTIVITY C–3: COMMITMENTS AND EXPECTATIONS

Purpose (Curriculum Correlation)

Recognizing Commitments and Expectations

recognizes that different levels of intimacy will evolve from varying levels of commitment and expectation:

- *physical*
- *social*
- *mental*
- *emotional*

recognizes the legal rights and responsibilities of individuals in relationships:

- physical
- social
- emotional
- financial
- intellectual
- spiritual

explores how personal and lifestyle needs can be met within stable and satisfying relationships.

Materials: Activity Sheet C-3: Commitments and Expectations

Time: 30-40 minutes

Procedure

Distribute a copy of the activity sheet to each student for completion. After completion, have students break into small groups or pairs to discuss their answers. Have small groups/pairs report back to the class. A composite list could be developed by the class.

IOP

A variation of this activity is to generate a composite list, as a class, and then have students complete personalized sheets using the examples (as listed on the board) and their own input.

ACTIVITY SHEET C-3: COMMITMENTS AND EXPECTATIONS

Most relationships with others require a commitment. A commitment is a promise, a pledge, or an obligation. Both individuals in a relationship are givers and receivers when a commitment is made.

Instructions: The first column lists the types of relationships in which you might be involved. In the second column, name these individuals or put an X if you are not involved in that type of a relationship. In the third column, list what you might have to give to make this relationship work. List in the fourth column, what you would expect to receive. Several answers should be listed.

Table 7-1

Type	Individual	What You Might Have to Give	What You Would Expect to Receive
1. Parents		Examples: *time, interest, love, respect*	Examples: *love, time, concern, interest, allowance, clothing, shelter, food if I were a child*
2. Teachers			
3. Younger brother/sister			
4. Part-time employer			
5. Best friend			
6. Teammate			
7. Next door neighbour			
8. Coach			
9. Person you're dating			
10. Classmate			

SUGGESTED ACTIVITY C-4: KNOWING YOUR PARENTS/GUARDIANS

Purpose (Curriculum Correlation)

Developing, Maintaining and Enhancing Stable and Satisfying Relationships

> *identifies ways in which relationships are developed, maintained and enhanced at various stages of the life cycle and across age groups.*

Time: 30-40 minutes

Procedure

Begin the lesson by discussing with the class the importance of getting to know, spending time and communicating with, the people with whom we are involved in relationships. Discuss how often we think we know a person, when we really don't, or how often we say we don't like a person, before we really get to know and understand them.

As an example, ask students how well they feel they know their parents/guardians. Following are some possible questions:

1. What was your mom's favourite subject at school? What was your dad's favourite subject at school?
2. Where did your father take your mother on their first date?
3. What was your father's first full-time job? What was your mother's?
4. What are two things that make your mother special?
5. What is your father's full name on his birth certificate? Your mother's full name?
6. Can you name the high school each of your parents attended?
7. What are two things that make your father special?
8. Where was your father when you were born?
9. What types of activity or responsibility are most enjoyable for your mother/your father?
10. What types of activity or responsibility are least enjoyable for your mother/your father?
11. What goals do your parents have for the next five years?
12. What would your father/your mother change in their present lifestyle if they could?

Students could interview parents to attain/validate answers to above questions.

Discussion Questions

1. What did you learn about your parents that you didn't know before?
2. Were you surprised at how much/how little you knew about your parents?
3. What two things might you do in order to know your parents a little better?

Note: This activity should be modified for those students in the class who do not have a mother or father to interview. Be sure to consider sensitive questions (e.g., Number 8). Another adult to whom the student is close might be interviewed.

SUGGESTED ACTIVITY C-5: RESOLVING CONFLICT

Purpose (Curriculum Correlation)

Developing, Maintaining and Enhancing Stable and Satisfying Relationships

recognizes the effect of conflict and stress on relationships

applies skills for constructively resolving conflict and stress.

Materials: Activity Sheet C-5: Resolving Conflict

Time: 40–60 Minutes

Procedure

1. As a homework activity, have students work through the newspaper and/or magazines and cut out examples of conflict situations (between people, groups, organizations, governments, etc.).

2. In class, review these clippings and explain that the cause of conflict usually falls into one of three groups:

   - resources (money items, time, facilities, etc.)
   - psychological needs (friendship, sense of belonging, power)
   - values (attitudes, differences, beliefs) or any combination of these.

3. Review the situations and determine what group they fall into.

4. Distribute the worksheet and have students complete it individually.

5. In pairs, have them share their answers and select one of these to role play.

6. Present to the class.

SUGGESTED ACTIVITY SHEET C-5: RESOLVING CONFLICT

CONFLICT	CAUSE	POSSIBLE SOLUTION
1. Your English assignment was due today. You had it completed three days ago. Last night you put it on the kitchen table so you wouldn't forget it. Your younger brother had an early morning hockey practice and picked your assignment up with his things by mistake. He goes to a different school. You tried to explain it to your teacher but he said "I don't want any excuses. You either have it here completed or not!"		
2. You have been waiting in line for half-an-hour to get into a movie. Just as the line starts to move, two girls come up and push into the line in front of you.		
3. You and your brother/sister share a room. You spent the morning tidying up and just went down to the kitchen for something to eat. You return to find your brother's/sister's jacket and books strewn all over.		
4. You have already made plans with a friend for Friday night. You come home and your mom tells you that you have to look after your younger brother/sister on that night.		
5. You told your friend something and asked him not to say anything to anyone. Now everyone in your class seems to know.		

SUGGESTED ACTIVITY C–6: DEALING WITH GRIEF AND LOSS

Purpose (Curriculum Correlation)

Dealing with Grief and Loss

recognizes how individuals deal with the grief and loss process

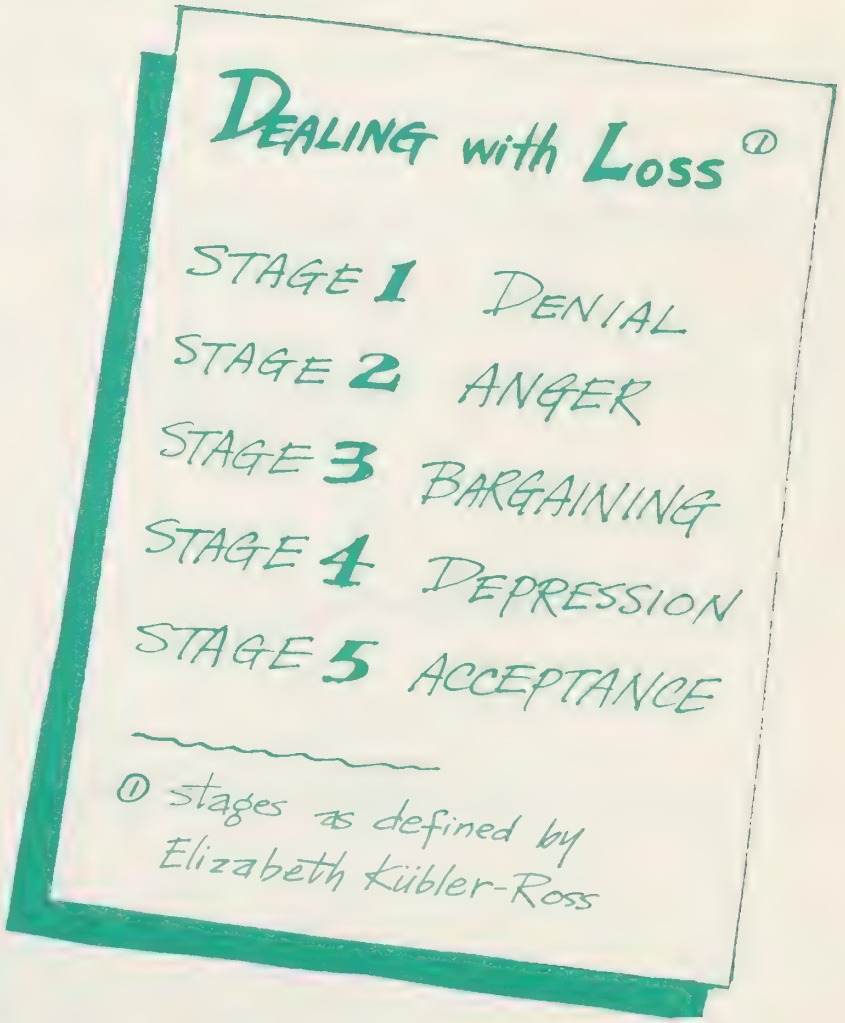
identifies skills for dealing with change, grief and loss.

Materials: Activity Sheet C-6: Dealing with Grief and Loss

Time: 40 minutes

Procedure

1. Review the stages of grief and loss with students.
2. Have them then think of some of their feelings and thoughts when they have experienced a break-up of a relationship - whether it be the end of a boy-girl or a friend-friend relationship, or loss of a job.
3. Have them, individually or in pairs, complete the worksheet
4. Have students share their responses as a class.
5. Have students list some of the resources (personal support networks, organizations, etc.) that can help people in some of these situations.



ACTIVITY SHEET C-6: DEALING WITH GRIEF AND LOSS

Instructions

The following are reactions/statements that might be made by a person after the break-up or end of a relationship. Identify:

- the stage of grief the person is experiencing
- a response that you would give to the person if they had made the statement to you.

1 "That stupid idiot! What right does he have to fire me, anyhow? Just because I have been late to work a few times. Hasn't he ever slept in? I'd really like to give him a piece of my mind."

2 "Maybe if I hadn't been so difficult, my mom and dad would still be together. I just always seem to get them fighting - my marks, buying a new shirt, not helping with things around the house. If I had only..."

3 "Mom just told me we have to move again. It doesn't matter - I don't really like this school. Anyhow, maybe she'll change her mind."

4. "Everybody's giving me a hard time. My parents, my teachers, even some of my friends. They say I've been a pain ever since I broke up with Terry. But I don't care. I just want to be left alone."

5. "I can't believe it! My friend comes to visit me for the summer. I introduce her to the gang, and the next thing I know, she's out with them and I am on the outside. She's a real poor excuse for a friend."

6 "I just don't want to go out anymore. I am sure I'll run into her someplace and she'll be with someone else, and I just couldn't stand it. If I can't be with her I don't want to be with anyone else."

7 "I sure do miss Alex - we really shared a lot of things. We could talk to each other and we liked to do a lot of the same things. But I have gotten to know some new kids now and they seem to be really nice. I have even been invited to the school dance by one of them."

8 "She'll come back - I know she will. We've had fights like this before, and we always get back together. Just wait and see!"

ADDITIONAL SUGGESTED ACTIVITIES FOR THEME C: RELATIONSHIPS

SUB-THEME 1: UNDERSTANDING RELATIONSHIPS

- Students brainstorm all relationships in which they are currently involved. List the five most common. List possible relationships after graduating, and in five years' time.
- In pairs or small groups, students design a collage to represent either (a) the many relationships in which they are currently involved, or (b) the relationships that they might be involved in in five years' time. Encourage students to be creative in designing their collage. It can be done using photographs (their own personal ones) or cutouts from magazines or newspapers, advertisements, sketches, phrases, captions, drawings, videos, etc. Include some information on the characteristics of those relationships. Once again, this can be presented in a variety of ways. (Collages could be displayed in the classroom, and students can be asked to give a rating out of ten (10) to each collage.)
- Students complete the unfinished sentence: The group I have the most fun with is . . .
- In small groups, compare two different relationships (student/teacher; child/parent).
- In small groups, suggest, contrast and compare the differences between family relationships and work relationships.
- Divide class into three groups – students who work weekends, students who participate in a sports team, and those who are involved with community organizations. Suggest some similarities among those relationships.
- Respond to quotes on relationships.

SUB-THEME 2: RECOGNIZING COMMITMENTS AND EXPECTATIONS

- Guest speakers and/or panel discussions (family planning, consumer affairs, etc.)
- Students draw up a code of ethics or bill of rights for a consumer, students' council, part-time worker
- Students research what the rights of a part-time/full-time employee are (i.e., minimum wage, discrimination), and the responsibilities.
- Teacher summarizes The Employment Standards Act.

SUB-THEME 3: DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS

- Discuss strategies that contribute to beginning a friendship.
- Role play scenarios.
- Discuss what is needed to build and maintain a good relationship.
- Use decision-making processes in problem solving for given situations. (Have students present the problems.)
- Respond to hypothetical situations by applying management and decision-making skills.

SUB-THEME 4: DEALING WITH GRIEF AND LOSS

- Discuss the role of fulfilling last wishes of deceased (e.g., interment, cremation, probation of will, and so forth).
- Write a note of sympathy, design a card, discuss the practice of making a donation to a charity in memory of the deceased.
- Discuss case studies and role play scenarios related to appropriate supportive behaviour.

SUB-THEME 5: CHOICES AND CHALLENGES

- Invite guest speakers (women's shelter, AADAC, marriage counsellor).
- Students discuss with parents/grandparents what changes have taken place in relationships (i e , courting, dating, riding buses, dress, curfew) since the sixties. What is the forecast for the year 2000?
- Identify contractual relationships.
- Students identify own support system that may be accessed in case of emergency.
- Do an assessment of needs at the various life stages.
- Complete a mock will.

IOP

Evaluation Suggestions: Modifications and Alternatives

1. *It is suggested that students return to theme plans and determine how well their issues were addressed and where they are at this point in relation to these issues. Students record these observations in their journals.*
2. *Evaluate a TV relationship in terms of what students have learned about relationships in this theme.*
3. *Students do a needs assessment showing where they are now in relation to Maslow's hierarchy: 10 years from now; 30 years from now. Apply Maslow's hierarchy to a task; e.g., a job.*
4. *Students are asked to use a decision-making model to generate a plan to develop, enhance or terminate a relationship. Suggest that they use a real life relationship for their plan.*
5. *Students submit items for end of theme test.*
6. *Students evaluate group interaction through use of checklists.*
7. *With modification, the evaluative instrument (p. 140) is appropriate. It is suggested that the students do any four of the six short answer questions and that the instruction for the essay question begins: List the five stages...*

SAMPLE EVALUATION: RELATIONSHIPS

PART A: True or False (10 marks)

Indicate whether the following statements are true or false.

1. A conflict situation can be resolved constructively or destructively.
2. It doesn't matter if you don't accept yourself, just as long as your parents, friends and teachers do.
3. A person only experiences grief in a relationship when the other person dies.
4. You should always assert yourself in any relationship.
5. Close communication is important in any relationship.
6. Some relationships never change.
7. One of the most important elements in a relationship is trust
8. Self-disclosure helps a relationships develop and grow.
9. Using judging responses improves one's listening skills
10. It is a good idea to act the same way in every conflict.

PART B: Short Answer (25 marks)

1. Outline what you consider to be some of the rights and responsibilities of being a student. (6 marks)
2. Compare and contrast two of the following relationships: friend/friend, parent/child, student/teacher, coach/player, employer/employee. (8 marks)
3. Give two examples of how stereotyping has affected some of your relationships. (2 marks)
4. List three examples of ways conflict can bring about some positive changes in a relationship. (3 marks)
5. What are three common problems that create stress in a relationship? (3 marks)
6. What is the difference between love and infatuation? (3 marks)

PART C: Essay Question (15 marks)

1. Explain the five stages that a person might go through in breaking up with a girlfriend/boyfriend with whom they had gone out for the last few years. Be sure to identify some of the thoughts and feeling that they might have. (15 marks)

KEY: PART A: 1. T; 2. F; 3. F; 4. F; 5. F; 6. F; 7. T; 8. T; 9. F; 10. F.

THEME D

CAREERS AND THE WORLD OF WORK

SUB-THEMES:

1. Career Planning Process
2. Personal Career Plan
3. Establishing and Implementing a Career Plan
4. Choices and Challenges

Student Issues:

- *What occupation do I want? In what occupation would I be successful? What courses should I take?*
- *How do I get or create a job?*
- *What are my life career plans?*
- *How can I improve my present skills to attain my career goals?*
- *How do my present job skills match with actual job requirements?*
- *What does the term "Lifelong Learning" mean?*

THEME D: CAREERS AND THE WORLD OF WORK

RATIONALE

- Career planning requires:
  - the development of self-awareness and the relating of self-knowledge to occupational requirements
  - a knowledge of environmental factors that affect individual choice
  - an awareness of how technological change affects individual choice
  - an awareness of how technological change impacts on the economy and society
  - effective decision-making skills
  - the ability to assess the match between oneself and potential employment options and then to market oneself appropriately.
- Knowledge of the career development process and future employment projections can assist the individual to identify critical paths and opportunities for career development.
- Job progression requires skills in assessing, supporting and inhibiting factors.
- Extensive information exists that describes the occupation, education and training options that are available.

THEME OBJECTIVES

The student:

1. explores the meaning of work and recognizes how work relates to life
2. identifies the requirements of a satisfying occupation within a personal framework
3. develops the competencies required for effective career planning
4. examines the relationship between career planning and lifestyle
5. builds skills in preparing for, obtaining, and advancing in a chosen occupational field
6. develops interpersonal skills that will lead toward positive relationships on the job
7. assesses fundamental rights and responsibilities of employees and employers
8. formulates a personal career plan
9. develops skills in coping with change as it impacts on personal career plans.

TEACHER BACKGROUND INFORMATION

One of the most common concerns of high school students is "What am I going to do after I finish high school?" For them, stress can result from uncertainty about what they will do or, even if they do know what they want do do, the uncertainty of not knowing if they can accomplish their goal. This stress is often accompanied by pressure to do well at school. In addition, in today's changing employment market, it is felt that an individual will have several different jobs throughout his or her life span.

Consequently, students need to understand the career planning process and what that means to them now and in the future. The possibility of not being able to achieve present career goals needs to be considered and alternative plans of action should be available. Changes in the world of work need to be recognized and the possibility of having several career "veers" or different work arrangements (job sharing) should also be considered.

Students' lifestyle options, their relationships with others, their self-assessment, and level of wellness will be important factors in this theme.

IOP

See p. 76, item 12 for student involvement in planning. See p. 145 for theme modifications and suggestions.

OVERVIEW OF THEME D: CAREERS AND THE WORLD OF WORK

Sub-Theme 1: Career Planning Process

This sub-theme reviews the career planning process that has been taught in junior high health and emphasizes the broad concept of career as the sum total of life's experiences whether or not it be paid work, volunteer, parenting, leisure, retirement. It is important for students to recognize that the ongoing process of career planning continues throughout a person's life span.

Students reflect back on their skills, aptitudes, talents and interests as well as their lifestyle preference and relate this to occupational choice. A personal portfolio will be established as well as some action-planning of alternative occupations.

Sub-Theme 2: Personal Career Plan

Students will develop a career plan based on personal and occupational profiles. These profiles will incorporate learning and self-assessment from previous themes, in particular self-management. Students will expand their focus to the variety of occupations that they might assume throughout their life span. The emphasis in junior high career planning is to consider immediate decisions in regard to course selection, interests, and general occupation categories. Sub-Theme 2 will expand upon this and require students to consider lifestyle preferences and future options. The rapidly changing world of work will require students to be flexible enough to cope with new situations. They will require many skills to thrive within the modern workplace, to overcome the changes, demands and barriers they will face.

Sub-Theme 3: Establishing and Implementing a Career Plan

Students will have an opportunity to develop job search skills and discuss employee interview skills which they can apply to present and future activities. They will also consider those skills and attitudes required to retain a job. They will have an opportunity to prepare application forms, letters, résumé, covering letters and follow-up letters.

Sub-Theme 4: Choices and Challenges

Students can consider possible alternative occupations and develop an action plan to prepare for these. They will also have an opportunity to begin a career portfolio.

IOP

Students are encouraged to apply plans to real work situations.

ENRICHMENT

- Research the main reasons for people losing their jobs.
- Develop a chart that indicates past, present and future trends in the employment area of your interest.
- Research adult education courses and local community courses that might be of assistance to you.
- Collect and summarize newspaper articles that deal with job maintenance.

INTEGRATION

The students may, in particular, relate the material in the theme to:

1. increased awareness and skill in dealing with others, developed in the RELATIONSHIPS theme.
2. the importance of life/career planning as a means to personal independence.
3. their occupational choices and possible alternatives and the relationship to lifestyle preferences identified in INDEPENDENT LIVING
4. the personal profile developed in the SELF-MANAGEMENT theme
5. the choice of a career direction, applying decision-making skills to choose a career suitable for the overall well-being of the person in general.

PREVIOUS STUDY

The Junior High Health and Personal Life Skills Program provides a sound foundation on which to build career awareness. The program differentiates between the career, job and occupation terms reviewed within the CALM curriculum. Because some of the topics that relate to this theme are elective in junior high health, some differences in student background may be evident.

IOP

***Sub-themes 1, 2, and 3 have been addressed in the Integrated** Occupational Program.*

PROFESSIONAL READINGS

The learning resources and professional readings cited below have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. The titles are provided as a service only, to assist teachers to identify potentially useful support materials for the topics. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction.

Alberta Advanced Education

Guide to Post-Secondary Programs for
1. Students with Disabilities
2. Special Education/Rehabilitation Personnel, 1986

Alberta Career Development and Employment

Alberta's Apprenticeship Program, 1984
Career Information Catalogue, 1984-86
Easy-to-Read Career Planning Guide, 1986
Exploring Occupations
Guide to Setting Up a Career Resource Centre, 1985
It's About Time. . . to Start Thinking About Your Future, 1985
Job Seeker's Handbook, 1986
Occupational Profiles
Opening Doors: Keys to Career Planning, 1987
Post-Secondary Education Programs, 1983-85

Alberta Consumer and Corporate Affairs

Publication List, 1986
Consumer Education Materials, An Annotated Bibliography, 1987

IOP

Theme Modifications and Suggestions

1. *The first three student issues in this unit (sub-themes one, two and three) will have been addressed in the Integrated Occupational Program. In addition, IOP students may soon be entering the world of work. It is recommended that there be a shift in program emphasis from career planning to implementation. It is suggested that the CALM teacher confer with the IOP teachers re the specific needs of the students, and then select one (or some combination) of the following procedures:*

   (a) review learning expectations in Theme D and use extra time to attend specifically to additional activities designated IOP.
   (b) review learning expectations in Theme D and use extra time to attend more fully to learning expectations in Themes A, B, and C.
   (c) review learning expectations in Theme D and use extra time to include (integrate) some of the content from the optional modules (e.g., Entrepreneurship).

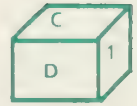
   A pretest could be used to determine the extent of review/teaching required.

2. *To implement the practical activities in Choices and Challenges, it is suggested that the community partnerships, as established in the Integrated Occupational Program, be accessed through consultation with IOP staff.*

3. *Suggested evaluation strategies are outlined on p. 156.*

SUB-THEME 1: CAREER PLANNING PROCESS

ESTIMATED TIME: 1 HOUR



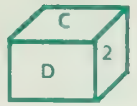
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
defines the career planning process: – developing a personal profile – exploring the world of work (occupational profile) – establishing a personal plan – implementing the plan	U listing, associating	TRM D–5 Self-Assessment (pp. 1, 2) Career Trends (pp. 3, 4) Career Planning (Video)	*IOP* Review learning expectations benefits, work environment, wages
reviews the concepts of: – work – job – career – occupation – career planning – lifestyle planning	U recalling, summarizing, generating	TRM D–1	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 2: PERSONAL CAREER PLAN

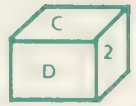
ESTIMATED TIME: 5 HOURS



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Review learning expectations
• Personal Profile		TRM D–5 TRM D–3, D–4	
recognizes how aspirations, aptitudes, attitudes and values affect job satisfaction and career planning	S associating		
develops skills in personal self-assessment	I preferring and valuing	Job Seeker's Handbook (pp. 4-15)	
recognizes the interrelationship of occupational choice and personal lifestyle preferences	U/S summarizing, associating		
relates skills developed through daily living to career opportunities	U/S comparing and contrasting, associating		(driver's licence, babysitting, etc.)

R = Recall; U = Understanding; I = Involvement; S = Synthesis

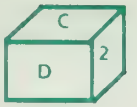
TEACHER NOTES:



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Review and update occupational profile
• Occupational Profile		TRM D–3	
employs occupational choices, using informational research skills: – educational institutions – training opportunities – occupational entry requirements – self-employment, entrepreneurship	R recalling	It's About Time (pp. 2-55) Job Seeker's Handbook (pp. 16-22) Career Trends (pp. 85-309)	
obtains and interprets information on future trends in employment: – technological – social	R/U recalling, summarizing, predicting	So You've Left School (pp. 1-20)	
explores potential occupational options: – employee/employer (entrepreneurship) – traditional/non-traditional – part-time/job sharing	R/U recalling, comparing and contrasting	The Entrepreneur (Video) TRM D–3 (Video)	
recognizes that certain groups face barriers in the work force	R/I/U observing, verifying, deciding, empathizing	TRM D–2	women, youth, handicapped, cultural minorities, cultural, political, religious

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



SUB-THEME 2: PERSONAL CAREER PLAN (continued)

ESTIMATED TIME: 5 HOURS

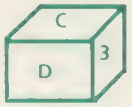
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			
• Identifying Alternatives			
identifies two or more career clusters that reflect the personal profile	U predicting	Job Seeker's Handbook (pp 1-3) Career Trends (pp. 5-84)	
relates employment trends to selected career clusters	U predicting		
recognizes that effective decision making is essential in developing a personal career plan	S associating, speculating		
explores available high school courses that provide further career preparation	R observing		*IOP* Extension courses, community college courses

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 3: ESTABLISHING AND IMPLEMENTING A CAREER

ESTIMATED TIME: 4 HOURS



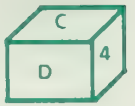
LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Review and update résumé
• Job Search			
develops and applies successful job search skills	U listing, summarizing	TRM D–3	
prepares application forms, letters, résumé, covering letter, follow-up letter	S generating, applying	TRM D–3	Identifying possibilities, initial contacts, interviews
obtains information on financial assistance for education/ training after high school	R/S recalling, applying	Job Seeker's Handbook (pp. 23-63) So You've Left School (pp. 21-35) It's About Time (pp. 56-60)	*IOP* Use simulated and real interview situations
• Job Maintenance			
identifies the legal rights and responsibilities of employers and employees	R recalling	TRM D–3	*IOP* See Theme C, p.125.
identifies the skills, attitudes and behaviours necessary for positive job maintenance	R/U recalling, reasoning	TRM D–4 Job Seach Information Guide (Chapter 9) Employment Standards Protecting Human Rights Making It Work (Video)	
recognizes the variety of positive alternatives to paid employment and the impact of those alternatives on occupational opportunity: – volunteer – barter	R/U recalling, comparing and contrasting		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUB-THEME 4: CHOICES AND CHALLENGES

ESTIMATED TIME: 1 HOUR



LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Review learning expectations
reassesses personal skills, aptitudes, talents and interests	R/I/U recalling, comparing and contrasting, deciding		*IOP* Explores fit of lifestyle preference to chosen occupation/job through job shadowing, mentorship program, work experience/study program, paid employment, volunteer work
relates knowledge of personal lifestyle preferences to occupational choice	S associating		
develops two alternative personal career plans for post-secondary education, employment or training	I/S generating, deciding	Career Trends	Applies knowledge/understandings of business structures/ organizations to real world
prepares a portfolio to support future career activities	S generating		

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY D–1: TERMINOLOGY

Purpose (Curriculum Correlation)

Career Planning Process

reviews the concepts of:

- *work*
- *job*
- *occupation*
- *career*
- *career planning*
- *lifestyle planning.*

Materials: standard dictionary

Time: 20-30 minutes

Procedure

Have students individually define the concepts mentioned above in their own words, giving examples. Allow them 10-15 minutes to complete this task, then form small classroom groups and ask each group to decide upon a common definition and list of examples for the concepts. Have each group report its definitions to the class as a whole and record ideas on large sheets of paper or on a blackboard.

IOP

Alternative Activity: Discuss above definitions with class. Activities on p. 156 for sub-theme 1 are appropriate.

SUGGESTED ACTIVITY D–2: SEX-ROLE

Purpose (Curriculum Correlation)

Personal Career Plan

- *Occupational Profile*

  recognizes that certain groups face barriers in the work force.

Time: 20 minutes

Procedure

1. Have students form "boards of directors" of imaginary companies to determine what characteristics they want in employees generally. Each "board" will post a listing of these and briefly explain them to the whole class.
2. Form different small groups and have students list the characteristics of male and female workers as depicted by the media (e.g., T.V., movies, magazines), and then as they have experienced them from working themselves, working parents, working friends and relatives.
3. Discuss in a large class group, any discrepancies there might be between males and females as depicted in the media and those in real life, why these may exist, and what this may mean in terms of the ideal employee characteristics posted at the beginning of the lesson.

IOP

Alternative Activity: Brainstorm to generate a list of possible barriers in the workplace. Discuss those barriers that are of particular relevance (e.g., academic skill level, attitudes).

SUGGESTED ACTIVITY D-3: JOB SEARCH SIMULATION

Purpose (Curriculum Correlation)

Personal Career Plan

- *Personal Profile*
- *Occupational Profile.*

Establishing and Implementing a Plan

Time: Five 60-minute periods

Materials: local newspapers, want ads, CCDO, profiles, application forms.

Procedure

1. Students collect local community newspapers, want ads, etc., listing jobs available in the community. They then create a "job board" (bulletin board), listing all potential jobs by occupational grouping.
2. Students identify resources for obtaining information about jobs. They then choose two or three jobs and investigate the demands and specific information involved in each (i.e., salary, level of training, noise level, sitting all day, etc.).
3. Students do an analysis comparing job information with their own abilities, training, experience, etc.
4. Students apply for any two jobs—they fill out application forms, write covering letters, develop résumés (or personal data sheets), apply for social insurance card (if they do not have one). Students may wish to fill out different types of application forms, complete a card they can carry with them containing information such as S.I.N., birth date, reference names, etc.
5. Students role play interview process and critically evaluate each other.
6. Students role play the entire application process (i.e., finding a job, dressing appropriately, interviewing; being interviewed; obtaining transportation; determining salary, gross and net pay; requesting benefits, etc.).

SUGGESTED ACTIVITY D-4: JOB SATISFACTION

Purpose (Curriculum Correlation)

Establishing and Implementing a Career Plan

- *Job Maintenance*

  identifies the skills, attitudes and behaviours necessary for positive job maintenance.

Time: 60 minutes

Procedure

1. Over the course of a week while they are watching their favourite TV programs, have the students give their impressions of:

   - characters' concepts of their job
   - characters' degree of satisfaction with their job
   - what things about this job do they like/dislike?

   Alternatively, students can interview a relative, neighbour, member of the community or someone already employed in a career they are considering.

2. In the classroom, have the students group themselves according to the TV programs watched and then discuss the responses to the above in their small groups.
3. In addition, have small groups examine these two questions:

   - How much is job satisfaction influenced by the job itself?
   - How much is job satisfaction influenced by the attitude of the person in the job?

4. Debrief as a large group.

Purpose (Curriculum Correlation)

Choices and Challenges

Career Planning Formula	*Understanding Yourself*	+	*Knowledge of World of Work*	+	*Decision Making*	= *Career Planning*

Materials:

Activity Sheet D–5: Career Planning Project

Procedures

1. **Self-Exploration**
   - Define your needs and wants (e.g., Where do you want to live? How much time will you want to spend at your job? Will you want to do a lot of travelling or prefer to stay close to home? How much money will you need?)
   - What are your dreams?
   - What are your lifestyle goals?
   - Analyze your personal resources -- study such things as values, interests, skills, and personality (you can study these through observation, testing, and experience)

2. **Exploring Occupations and Work Environment**
   - Identify the choices (pick several careers that you think might fulfil your needs and wants).
   - Gather information on each possible career (job duties and responsibilities, work relationships, required skills, etc.)

3. **Identify Alternatives**
   - Evaluate your career choice(s) -- match your values, interests, and skills with the career information you've gathered.
   - THIS STEP PREPARES YOU TO MAKE A DECISION.

4. **Establishing a Personal Plan**
   - Make your career decision; plan to reach your career goal (you may change your goal several times, but it's still important to make a decision and a plan in order to have something to work toward).
   - You need to work toward a goal while you are learning more about yourself and the world of work. **If your decision becomes unrealistic or undesirable, you can repeat the decision-making process and arrive at a new goal.**

5. **Implementing a Plan**
   - Write down your goals, how you are going to go about achieving these goals **(action plans),** and set a time line for yourself

Project to Include

1. Your essay project should outline your values, lifestyle preferences, and personal resources (skills, abilities, experience, interests, special talents, etc.)

2. Identify at least two career choices that you might be interested in exploring.

3. Research one or more of these choices.

4. Does this career choice match the values, interests, and skills that you outlined in number 1?

5. If you were to pursue this career choice, what educational institution would you attend in Alberta? Describe some of the features of this institution

6 Make a chart similar to the one below and outline some of your short-term and long-term plans

Task	Action Steps	Start	Finish
Apply for Admission	– Send letter requesting application form and information – Get transcript request form – Send completed application form and fees – Send transcript request form and fee		

ACTIVITY SHEET D–5: CAREER PLANNING PROJECT

Name: _____

Category	Points	Comments
1. Self-Exploration – definition of needs and wants (e.g., place to live, money, service to others, etc.) – lifestyle preferences – personal resources: skills, abilities, interests, talents	/10	
2. Exploration of Occupations – identify at least two occupational choices	/2	
Research One Occupation: Experience: duties, responsibilities, helpful past experiences	/4	
Abilities: abilities required special tools/equipment personal qualities	/4	
Education: how much needed? entrance requirements? where is training available? how long will it take? licences, certificates, costs?	/8	
Pay: starting salary or range, benefits or extras, possibilities for advancement	/4	
Working Conditions: where will you work? hours? full-time, seasonal? other conditions (e.g., noise, dust, outdoors)	/6	
Job Possibilities: what kind of job can you expect to start with? can you find work in your vicinity? employment outlook?	/6	
Other Options: are there similar jobs you could consider?	/2	

Category	Points	Comments
3. Identify Alternatives – evaluate your career choice; does it match your SKILLS, ABILITIES, INTERESTS, TALENTS which you outlined in category number one? – would it be better to examine your second career choice?	/4	
4. Establishing a Personal Plan – career decision: at this time, does this seem to be a good career choice for YOU? – which educational institution in Alberta might you attend? – what are the features of this institution?	/6	
5. Implementing a Plan – chart which lists actions, plans, and time line for achieving career goals	/10	
GENERAL MARK: – was essay style used (i.e., introduction, paragraphs, conclusion)?	/10	
– is presentation of the topic easy for the reader to read and understand (neat and well written)?	/10	
– effort--did the best possible job and used class time effectively	/10	
– bibliography (a list of at least THREE references is provided at the end of the project)	/4	
TOTAL		/100

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: CAREER PLANNING PROCESS

- Students consider the meaning of work by observing various photos.
- Discuss typical concepts of work. Have students consider why some people appear to enjoy work while others dread and dislike it. Are these differences due to differences in the work or the persons involved?

SUB-THEME 2: PERSONAL CAREER PLAN

- Job shadowing, work study.
- Interview one or more persons involved in an occupation of interest.

SUB-THEME 3: ESTABLISHING AND IMPLEMENTING A CAREER PLAN

- Look at community newspaper want ads for examples of some skills/services that are exchanged for others.
- Explore some of the volunteer work that is done in the community.
- Interview a volunteer working in the community.
- Compare the legal rights of employers to those of 20 years ago.
- Make a poster that identifies some of the "do's" and "don'ts" of job maintenance or the "ideal employee". Encourage humour and creativity.

SUB-THEME 4: CHOICES AND CHALLENGES

- Brainstorm to identify alternatives (CUSO, volunteerism, housework, child rearing).
- Take a volunteer job for a week.
- Get a part-time job.
- Participate in job shadowing.
- Participate in a mentorship program.
- Participate in work study.
- Employ work-related skills in an entrepreneurial manner - e.g., lawn mowing, snow removal, babysitting service, shopping for seniors.
- Organize an in-school company simulation (e.g., Junior Achievers, hot dog sales, craft/project sales).
- Investigate the structure/organization of a company in the community and, if possible, compare with any simulated companies operating in the Integrated Occupational Program.

IOP

Evaluation Suggestions:

Students review theme plans and determine how well their issues were addressed. Students record these observations in their journals.

Evaluate updated résumé (e.g., complete or incomplete), personal career plan, and the community partnership activities. Refer to Integrated Occupational Program Information Manual for Administrators, Counsellors, and Teachers, and confer with IOP staff re evaluation techniques for community partnership programs.

SAMPLE EVALUATION: JOB SEARCH

Instructions: Read the statements below. If a statement is correct, write TRUE; if a statement is not correct, write FALSE.

1. Before applying for a job, you should decide if the duties, hours, working conditions, and salary are acceptable.
2. Most jobs that are available are advertised.
3. One way to find a job is to go to a private employment agency.
4. You should target your résumé to the particular job duties and requirements.
5. Some companies have their own employment offices where persons can apply.
6. Friends and relatives are not reliable sources of job openings.
7. One method of seeking a job is to place an advertisement in the newspaper under a heading such as ***Job Wanted***.
8. You should know the minimum wage that applies to you.
9. When a want ad requests that only people with experience need apply, you should make up some experience.
10. A follow-up letter after an interview can be used to bring up a new idea or point.
11. In reporting your education and training in a letter of application or in a résumé, list your last job first.
12. It is very important to make an appointment for a job interview.
13. Your body posture while you listen to the interviewer is not important.
14. You should always ask permission before listing anyone as a reference on an application form.
15. You should know as much as possible about a job opportunity and the potential employer.
16. It is a good idea to review your completed application before going to an interview.
17. The interviewer will ask questions only about your work experience
18. The person seeking employment may ask questions during an interview.
19. You should take a few minutes to think about an interview question if asked something you are not sure about.
20. It is desirable to have a social insurance card before seeking employment.

IOP

See p. 156 for Alternative Evaluation Suggestions

JOB SEARCH KEY:

1 F; 2 F; 3 T; 4 T; 5 T; 6 F; 7 T; 8 T; 9 F; 10 T
11 T; 12 T; 13 F; 14 T; 15 T; 16 T; 17 F; 18 T; 19 T; 20 T

THEME E

INDEPENDENT LIVING

SUB-THEMES:

1. Lifestyle Choices
2. Personal Financial Management
3. Choices and Challenges

Student Issues:

- *How should I prepare for living on my own?*
- *How can I best use my resources to do the things I want/need to do?*
- *What do I need to know to make good decisions?*
- *How does my present knowledge of independent living match with the realities?*
- *How can I improve and/or add to my present personal management skills to facilitate independence?*
- *What further programs are available to prepare me for living independently?*

THEME E: INDEPENDENT LIVING

RATIONALE

- Independent living requires that the individual accepts the responsibility for:
  - managing available resources
  - making decisions concerning lifestyle alternatives.
- Resource management will:
  - affect the way in which the individual's basic needs are met
  - determine the level of personal satisfaction that is achieved
  - impact society as a whole.

THEME OBJECTIVES

The student:

1. develops conscious planning and decision-making skills to make lifestyle choices that lead to personal satisfaction
2. accepts responsibility for the consequences of personal decisions
3. develops skills and knowledge required to derive optimal value from the use of resources
4. develops survival skills related to consumer interactions in the marketplace.

TEACHER BACKGROUND INFORMATION

For many high school students, one of their most immediate and important goals is to move away from home. Few of these students have a realistic concept of the costs and responsibilities such a move involves, both financially and emotionally; nor do they fully understand what is meant by the term independent living. This theme's focus is on independent living, from living in an apartment by oneself to the concept that, independently, one is able to manage and use one's resources; to make decisions wisely; and to take responsibility for those decisions no matter where one lives.

The range of options in the area of independent living should be considered in light of career decisions, existing relationships, lifestyle choices, etc.

By understanding personal financial management, students are better able to determine what they need to live independently. This can also assist them to reassess their goals for the next few years and help clarify the importance of planning how they intend to get there.

For many students who are planning to marry soon, the exploration of the responsibility and challenge of independent living is particularly important and can help them to evaluate what career and lifestyle plans they should make.

IOP

See p. 76, item 12 for student involvement in planning. See p. 161 for theme modifications and suggestions.

OVERVIEW OF THEME E: INDEPENDENT LIVING

Sub-Theme 1: Lifestyle Choices

Students identify the resources that are available to them and relate these to their identified needs, wants and expectations. They also must consider how these might vary throughout their lives.

Sub-Theme 2: Personal Financial Management

Students will consider the components of a personal financial plan in light of their lifestyle choice, career plans and existing

relationships. Students are asked to consider current resources, effective management of those resources and the sound use of money, both now and in the future. They will develop personal financial management skills.

Sub-Theme 3: Choices and Challenges

Students are asked to formulate present and future goals for independent living and to develop an action plan to accomplish these goals.

Many teachers use a simulation or assign a project which combines all of the sub-themes. Such work can be assigned on an individual or group basis and tailored to the needs of their particular students.

ENRICHMENT

- Research topics of personal interest.
- Select two agencies listed in the Moving Out directory and find out more about them
- Find out what service the Family Financial Counselling Unit of Alberta Consumer and Corporate Affairs provides.
- Complete a report on an older brother/sister/friend who just recently moved out. Include problems, supports used and costs. At the end, indicate what you have learned from this.

INTEGRATION

Although all themes interrelate and basic skills are integrated throughout, the student may relate the material in this theme to the:

1. personal profile developed in the SELF-MANAGEMENT theme
2. application of skills in SELF-MANAGEMENT (decision making) when making choices that lead to independent living
3. increased awareness of present and future lifestyle choices developed in the WORLD OF WORK theme
4. interpersonal relationship concerns developed in the RELATIONSHIPS theme

PREVIOUS STUDY

The Junior High Health and Personal Life Skills Curriculum does not address any of the specific learning expectations of this theme although it does have students consider lifestyle and lifestyle choices in relationship to their other themes.

IOP

Theme Modifications and Suggestions:

1. ***The financial aspects (Sub-Theme 2) of Independent Living, and probably most of the Lifestyle Choices material (Sub-Theme 1) are addressed in the Integrated Occupational Program. As in Theme D, it is recommended that there be a shift in emphasis from planning to implementation, and therefore is suggested that the CALM teacher confer with the IOP teachers re the specific needs of the students and select one (or some combination) of the following procedures:***

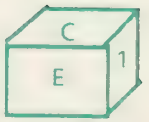
   (a) review learning expectations in Theme E and use extra time to attend specifically to additional activities designated.

   (b) review learning expectations in Theme E and use extra time to attend more fully to learning expectations in Themes A, B, and C.

   (c) review learning expectations in Theme E and use extra time to include (integrate) some of the content from the optional modules (e.g., Human Sexuality - parenting responsibilities).

A pretest could be used to determine the extent of review/teaching required. Moving Out and possibly some of the material in Strategies for Career and Life Management may be used for review purposes.

2. ***Suggested evaluation strategies are outlined on p. 176.***

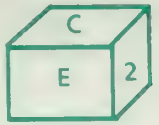


SUB-THEME: 1 LIFESTYLE CHOICES **ESTIMATED TIME: 2 HOURS**

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student		TRM E–3	*IOP* Review learning expectations
recognizes the range of lifestyle choices	U comparing and contrasting	Moving Out TRM E–1, E–2	
clarifies personal values relating to lifestyle	I valuing	TRM E–1, E–2	relationships, material assets, values, parenting
analyzes sources of lifestyle expectations	U summarizing, hypothesizing		
recognizes the impact of parenting on lifestyle choices	U/I hypothesizing, empathizing		*IOP* Moving Out is a good resource (Each student should have his/her own personal copy. An instructor's guide is available
distinguishes between wants and needs	U preferring and valuing, deciding	TRM E–2	
identifies resources that can be applied to meet lifestyle choices	R listing		financial, human environmental, community
recognizes that a combination of individual resources can be utilized to meet personal needs and wants	S associating, imagizing	Something Borrowed/Something Blue (Video)	*IOP* Acquire do it yourself skills gardening, simple maintenance
recognizes that the availability of these resources varies throughout the life cycle	U predicting, hypothesizing		time, energy, knowledge, skills and talents, finances

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



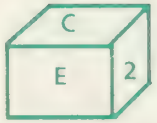
SUB-THEME 2: PERSONAL FINANCIAL MANAGEMENT

ESTIMATED TIME: 7 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student:			*IOP* Review learning expectations
• Planning			
understands gross and net income	U summarizing, comparing and contrasting	Moving Out More Than Money: Consumption and Planning Your Spending	private/shared accommodation, parenting
identifies the components of a personal financial plan	U classifying	Moving Out (pp. 14-17)	
relates lifestyle choice to personal financial plan	I valuing, deciding	Moving Out (pp. 14-17)	
records expenses. – fixed – flexible – discretionary	R listing		
differentiates between saving for irregular annual expenses, saving for major purchases, long-term savings and retirement	U comparing and contrasting, classifying	Moving Out (pp. 18)	*IOP* Moving Out Budget planner
prepares a budget	S creating	Moving Out (pp. 14-17)	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES



SUB-THEME 2: PERSONAL FINANCIAL MANAGEMENT (continued)

ESTIMATED TIME: 7 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
• Financial Institutions			
recognizes available banking options: - types of financial institutions - security of investments - types of accounts - factors affecting choice of financial institution	R/U recalling, comparing and contrasting	More Than Money: Banking Services Today Moving Out	
demonstrates efficient banking skills: - writing cheques - recording cheques and deposits - reconciling a bank statement	R recalling	More Than Money Consumer Complaints Still Killing Us Softly (Video)	
• Consumer Advocacy			
identify strategies for dealing with consumer concerns	U classifying, verifying, deciding	S.O.S. column in Edmonton Journal, Market Place - CBC TV	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

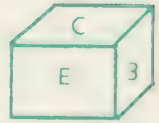
SUB-THEME 2: PERSONAL FINANCIAL MANAGEMENT (continued)

ESTIMATED TIME: 7 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
• Credit			
examines the implications of using credit: – availability and sources – rating – contracts – costs	R/U recalling, comparing and contrasting	More than Money: Credit Moving Out (pp. 25-27)	credit and credit cards
identifies appropriate uses of credit: – personal attitude toward debt – short- and long-term goals	I valuing	Moving Out (pp. 19-24; 32-35)	
• Insurance			
recognizes the need for insurance	I/U hypothesizing, deciding		
identifies the types of insurance: – car – life – home/contents – disability	R recalling, listing	More than Money: Insurance Moving Out (p. 13)	

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:



SUB-THEME 3: CHOICES AND CHALLENGES

ESTIMATED TIME: 2 HOURS

LEARNING EXPECTATIONS	LEARNING PROCESS	RESOURCE CORRELATION	NOTES
The student			
formulates short- and long-term goals relating to lifestyle and career	I/S deciding, preferring, valuing, generating		
develops a personal action plan for the accomplishment of the defined goals of independent living	I/S generating, associating, creating	THEME 3	Have students prepare a handbook of personally relevant contracts, forms and checklists; e.g., lease form, job contract, Accommodation Report checklist, Money Out nutrition checklist, fitness checklist
		School Counsellor	Have students explore post-secondary programs that further prepare students for independent living; e.g., Rural Youth Seminar program sponsored by Edmonton Northlands and Alberta Agriculture

R = Recall; U = Understanding; I = Involvement; S = Synthesis

TEACHER NOTES:

SUGGESTED ACTIVITY E-1: LIFESTYLE EXPECTATIONS

Purpose (Curriculum Correlation)

Lifestyle Choices

recognizes the range of lifestyle choices

clarifies personal values relating to lifestyle.

Materials: Activity Sheet E-1: Analyze Lifestyle Expectations

Time: 20–30 minutes

Procedure

1. Have students individually write a definition for lifestyle.

2. As a class, compare, discuss and select a class definition.

3. Have students, individually, rate the following by listing each choice in the statement in order of its importance to them.

   If all of the following were equally possible, which role would you prefer to assume?

   a) a farmer living in the country
   b) a suburbanite commuting to a city job
   c) a city dweller living a few blocks from work and social opportunities

   If you had to choose from among the following jobs which one would you prefer?

   a) bus driver
   b) assembly line worker
   c) plumber
   d) bank teller

   How would you prefer to receive $10.00?

   a) as a gift
   b) as wages for work
   c) find it

   If you were graduating from high school, which of the following would you prefer to receive?

   a) a new car as a gift
   b) a college scholarship
   c) an engagement ring
   d) an offer of a $200.00 a week job

   If, for the first time, you had an extra $500.00, which of the following ways to spend it would you choose?

   a) take a long vacation
   b) buy a stereo
   c) open a savings account

4. On the chalkboard, or on a sheet of paper, write the chart headings provided on page 168 and have students complete the chart (examples are provided). Have students describe "their perfect lifestyle".

5. For homework have students complete Activity Sheet E–1: Analyze Lifestyle Expectations.

Examples of Lifestyle Choices

Marriage Lifestyle	Family Lifestyle	Work Lifestyle	Leisure Lifestyle	Social Lifestyle
- single - married - living together - separated - widowed	- children - no children - children away from home - grandchildren - three or more generations living in one house	- routine and regular work hours - shift work - weekend work - employee - employer - self-employed - supervisory management - more than one job - inactive work - in/outdoor work - work with things - work with people - business work - record-keeping work - investigative work - artistic/creative work	- active - political - religious - community affairs - charity - home person - family activities	- individual activities - with close friends or family - with many people

ACTIVITY SHEET E–1: ANALYZE LIFESTYLE EXPECTATIONS

Interview three people 40 years old or older (at least one generation older than you) Interview both sexes The purpose of the exercise is to compare the lifestyle expectations of the present and past generations Tabulate your answers on the chart below. You may add more questions of your own if you wish.

	1st Person	2nd person	3rd Person
1. How far did you expect to go in your education?			
2. How much money did you expect to be earning when you left school?			
3. What type of job did you expect to get when you finished school?			
4. When did you expect to get married?			
5. Did you expect to have children? How soon after marriage?			
6. Did you expect to work after you were married?			
7. How long after you were married did you expect to wait before buying your home?			
8. What type of home did you expect as your first?			
9. What appliances did you expect to have in your first home?			
10. When did you expect to own your first vehicle?			
11. How did you expect to use your leisure time?			

SUGGESTED ACTIVITY E–2: LIFESTYLE PRIORITIES

Purpose (Curriculum Correlation)

Lifestyle Choices

recognizes the range of lifestyle choices

clarifies personal values relating to lifestyle

distinguishes between wants and needs.

Materials: Activity Sheet E–2 Your Lifestyle Priorities

Time: 30–40 Minutes

Procedure

Have students complete the activity sheet, then, in pairs or small groups, discuss their three highest priorities

Students can discuss how these priorities may change over a period of five or ten years. They could interview someone they consider to be successful and ask them to discuss the lifestyle priorities they had when they were the age of the students.

SUGGESTED ACTIVITY E–3: GOING IT ON YOUR OWN

Purpose (Curriculum Correlation)

Choices and Challenges

develops a personal plan for the accomplishment of defined goals of independent living.

Time: Five 60-minute periods

Moving Out Simulation [student activity]

It is the end of March in your Grade 12 year and you have just learned that in July your parents will be moving to Germany for four years. You will not be going with them.

You are planning to work for a year before continuing your education. You presently have a part-time job (12 hours per week) that pays $7.00/hr. Your boss has offered you a full-time job starting in July.

A family relative has offered to provide you with full board for $300.00 per month plus occasional babysitting. This is definitely not your favourite relative, but this offer is worth consideration.

Your parents have offered to provide you with basic bedroom furniture and basic kitchen necessities. You will have to determine exactly what this involves.

You would like to save $3,000.00 over the next year to help pay for further education. Your parents have offered to pay your fare to Germany a year from this summer but you estimate that you will need a further $700.00 for expenses related to the trip.

Prepare a plan for the year that lies ahead. Your plan should include consideration for:

1. housing (including furniture)
2. food
3. clothing
4. transportation
5. entertainment
6. savings

Your plan should be in the form of a report, including a budget to be submitted to the teacher.

IOP

Alternative Activity:

Have students suggest independent living situations for simulations or use prepared simulations - e.g., The Parent Puzzle (ACCESS).

ADDITIONAL SUGGESTED ACTIVITIES

SUB-THEME 1: LIFESTYLE CHOICES

- Have students draw up a list of house rules they would like to have if they were sharing a place with someone (cleaning, use of phone, privacy, etc.).
- Have students list some wise security habits for living on one's own.
- Discuss with parents whether they lived on their own or had wanted to do so before they were married.

SUB-THEME 2: PERSONAL FINANCIAL MANAGEMENT

1. Complete forms in Moving Out. Some of these forms are in duplicate. One copy may be completed now and the other copy can be kept to be used at the time of establishing independence.
2. Brainstorm ways and means of supplementing income and reducing expenses (e.g., bartering, moonlighting, entrepreneurial endeavours, gardening and preserving, making own clothes, etc.).

SUB-THEME 3: CHOICES AND CHALLENGES

1. Invite young people, who have recently moved away from home or have set up housekeeping, into the classroom to speak or to be interviewed by the class regarding problems, challenges, and joys of independent living.
2. Have students interview/check with parents/guardians re forms commonly completed or required. Discuss and obtain copies of these forms.

ACTIVITY SHEET E–2: YOUR LIFESTYLE PRIORITIES

The kind of life which you choose to lead will differ from that of everyone else because of the value you place on some of the items. Read through the whole list of LIFESTYLE PRIORITIES.

In the appropriate columns on the right, check √ the items listed in order of their importance to you.

LIFESTYLE PRIORITIES	NOT IMPORTANT	SLIGHTLY IMPORTANT	QUITE IMPORTANT	MOST IMPORTANT
Having a very high income				
Having a comfortable income				
Having adequate leisure time				
Owning my own business				
Having children				
Getting married				
Owning my own home				
Helping other people				
Being of sound health				
Having control over others				
Having recognition from others				
Having an interesting hobby				
Having a satisfying job				
Travelling				
Having job security				
Having a job with responsibility				
Being free to do whatever I choose				

Identify your top three lifestyle priorities by placing 1, 2, and 3 immediately next to the priority.

EXPLAIN what "being a success" means to you.

IOP

It is suggested that options be reduced to: Most Important, Sometimes Important, Not Important

Landlord and Tenant Act Quiz

Answer TRUE or FALSE to the following statements, each of which is worth two marks. If the answer is 'false' you must correct the statement so that it reads 'true' to earn two marks. No marks will be given for simply saying a statement is false.

_____ 1. The Landlord and Tenant Act became law in Alberta in 1979

_____ 2. A Tenancy Agreement must be written.

_____ 3. A tenancy period begins on the day rent is due and ends on the day the next rent is due.

_____ 4. If you have a month-to-month tenancy period, the landlord must give you three consecutive tenancy months required notice to vacate the premises.

_____ 5. To terminate your lease, you may give your landlord verbal notification.

_____ 6. Where there has been substantial breach of contract, the landlord has the right to give 14 days notice to vacate.

_____ 7. The minimum security deposit that can be charged is the equivalent of one month's rent.

_____ 8. As of January 1, 1984, the landlord must pay a minimum of 8% interest on your deposit, and the interest is only payable when you terminate your lease.

_____ 9. Your damage deposit must be returned within ten days of the date that you (the tenant) give up possession of the premises.

IOP

See p. 176 for Evaluation Suggestions: Modifications and Additions

_____ 10. A landlord must give 30 days written notice of a rent increase before the day on which the increase takes effect.

_____ 11. A tenant is considered to have agreed to the rent increase if he does not give a notice of termination, to be effective on or before the date the rent is to be raised.

_____ 12. The landlord may enter your place without your consent or that of an adult, even if he thinks there is NO emergency, and no written notice has been received.

_____ 13. A tenant may add locks to the door that prevent the landlord from entering while the tenant is away.

_____ 14. A landlord or tenant who does not comply with the sections of the Landlord and Tenant Act dealing with security deposits, locks and security devices may be fined up to $1,000.

15. List three obligations of a tenant to a landlord.

IOP

16. List three obligations of a landlord/designate/manager to a tenant.

17. List the four things that must be included in the notice to terminate whether you are a landlord or tenant.

IOP

Teacher should read the items aloud to the students as they do this quiz.

Landlord and Tenant Act Quiz

KEY

1. T 4. T 6. T 9. T 11. T 14 T

2. False - Written or verbal.

3. False - Ends on the day before the next rent is due.

5. False - You must serve it in writing.

7. False - Maximum security deposit.

8. False - Paid annually or if both agree in writing that it will compound annually and be paid at the end of the tenancy.

10. False - 90 days.

12. False - Must have consent of the tenant or an adult.

13. False - Can only add locks like chain locks that can be used from the inside.

15. Pay rent on time.
Other tenants will not be disturbed.
No illegal acts, trade, or business will occur on the premises.
No significant damage be done.
Keep premises reasonably clean.
Leave when tenancy ends.

16. Make the premises available to the tenant at the beginning of the tenancy.
Ensure that the premises provide reasonable comfort and don't present any risk to life or health.
Don't disturb the peaceful possession of the premises.

17. Be in writing.
Identify the premises.
Give the date the tenancy ends.
Be signed by the person giving the notice.

SAMPLE EVALUATION: INDEPENDENT LIVING UNIT EXAMINATION

(6) 1. Moving out requires many decisions. List in the proper order, the steps required in the decision-making process.

(4) 2. List some items that must be considered when you are planning to live on your own.

(6) 3. The Landlord and Tenant Act sets out rules for both landlords and tenants. List three of these rights and obligations in each category.

Landlord: 1.
2.
3.

Tenant: 1.
2.
3.

(1) 4. If a landlord wants his month-to-month tenant to vacate on May 31, he must give him notice by

_____

(1) 5. The maximum damage deposit a tenant may be charged is

_____

(2) 6. A damage deposit must be returned within _____ after the tenant moves out, and _____% interest must be paid.

(3) 7 List three "moving in" costs that might be incurred.

8 Describe the difference between fixed and flexible expenses.

(5) 9. Explain why you should plan for irregular and annual expenses. Give three examples.

1.

2.

3.

(4) 10. What is a budget?
Give two advantages of a budget.

(2) 11. List two advantages of using credit.

(2) 12. List two disadvantages of using credit.

(5) 13. Circle the best answer to each of the following questions:

i) Monique has been shopping all day for a new pair of jeans. Finally, she finds a pair that fits her perfectly and pays for them with her VISA card. Monique's VISA card is:

a. a credit card plan given to all bank customers.
b. a credit card plan issued by some chartered banks.
c. a credit card plan with unlimited credit.
d. a credit card plan in which purchases can be made in many stores.
e. both b and d.

ii) Instalment credit is said to be:

a. a type of credit used by low income families.
b. a type of credit that provides for repaying the amount owed in two or more payments.
c. a type of credit that limits the consumer to the purchase of one item at a time.

iii) An agency through which business firms exchange information about their credit customer is called:

a. a credit rating.
b. a credit bureau.
c. Revenue Canada.
d. a bank.

iv) A consumer may borrow money from:

a. a bank.
b. a credit union.
c. a finance company.
d. all of the above.

(4) 14. Describe the Four C's of credit which a financial institution will investigate when deciding whether to give an individual a loan.

(6) 15. Instructions: Complete the following calculations. Show your work!!!

El Cheapo wanted to buy a stereo for $1,000.00, but he did not have the money. He decided to shop around. He found a lender who would lend him the money at $1\frac{1}{2}\%$ interest per month (18% per year). El Cheapo now has to decide how he is going to pay back this money. Following are several alternatives.

a. If El Cheapo repaid the money at the end of 8 months, how much interest would he pay?

b. If El Cheapo repaid the full amount at the end of 18 months, how much interest would he pay?

C. If El Cheapo repaid the money in five consecutive monthly payments of $200, beginning at the end of the first month, how much interest would he pay?

(3) 16. A $700 colour TV set is sold for $100 down, with the balance payable in 12 monthly instalments of $60.

What is the total cost?
What is the amount of interest?
(show the calculations)

(4) 17. List four different types of accounts offered by the commercial banks.

(2) 18. What is the purpose of preparing a bank reconciliation?

(1) 19. To what Crown Corporation are all banks in Canada responsible?

(1) 20. A report made by a bank to a depositor showing the depositor's personal chequing account transactions is _____

(1) 21 A form on which the depositor keeps a record of his chequing transactions is called _____

(2) 22. Name two agencies to which a consumer may make a complaint and expect to receive some action.

(6) 23. Answer the following questions with a YES (Y) or NO (N).

_____a. If you put a deposit on an item, do you have the right to change your mind and get your money back?

_____b. Can you cancel all contracts as long as you do so within a few days?

_____c. If you buy an item with a guarantee, can you take it back and demand a refund if something goes wrong with it during the guarantee period?

_____d. If your credit cards are lost or stolen and someone else uses them, are you responsible for all charges?

_____e. If you co-sign a loan for a friend and he fails to make the payments, are you responsible?

_____f. Can a store advertise merchandise as "Reduced" if it has brought it in especially for the sale?

(4) 24. Explain the difference between a Conditional Sales Agreement and a Chattel Mortgage.

(2) 25 Describe the purpose of insurance

(4) 26. List four different types of insurance which you might consider buying when you move out.

(1) 27. If you own a car, what type of insurance are you required, by law, to carry?

(3) 28. What other types of car insurance are there?

IOP

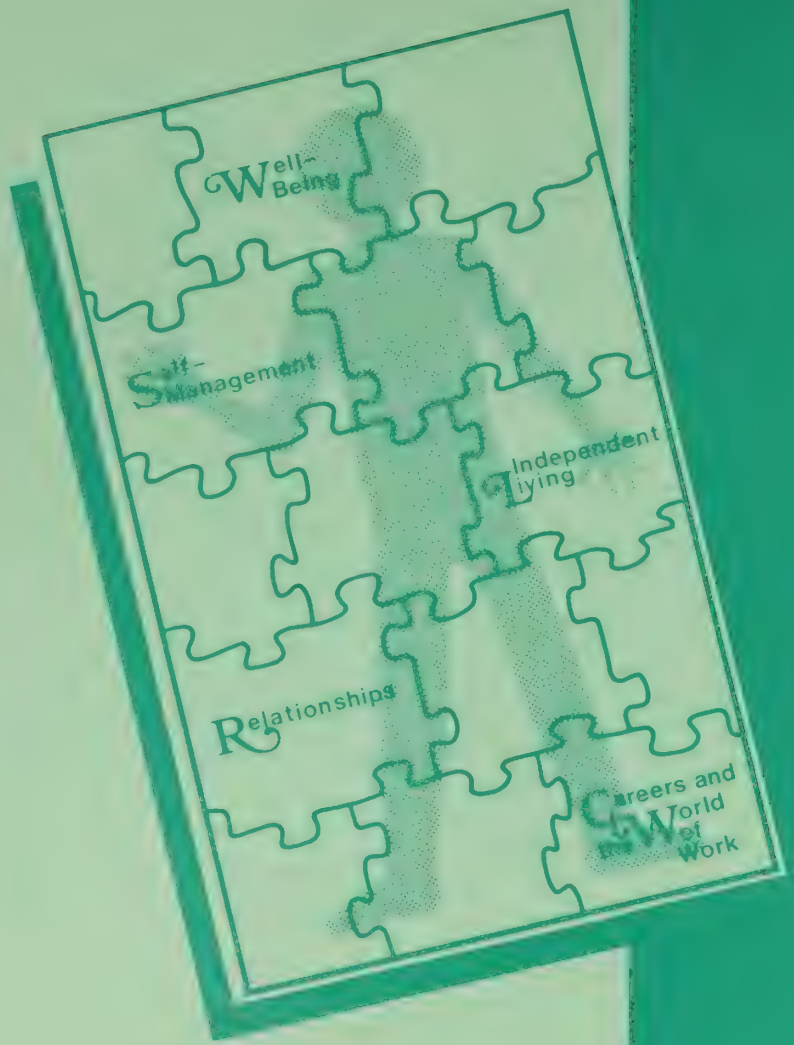
Evaluation Suggestions: Modifications and Additions

1. ***Students can return to theme plans and determine how well their issues were addressed and where they are in relation to these issues. Students record these observations in their journals.***

2. ***The Landlord and Tenant Act Quiz seems appropriate. Teacher reads items as students do test. See minor modifications on p.173.***

3. ***The Independent Unit Examination may be personalized for IOP students. Appropriate items include, 2, 4-7, 10-12; 3rd and 4th sections of 13; 17-19, 21-25, 26 (change 'four' to 'three') and 27. Teacher should read questions aloud if necessary.***

4. ***The career plan, the personal action plan, personal financial plan (including budget), and the handbook of contracts, forms, and checklists may be assembled in the portfolio and submitted for evaluation.***


Well-Being
Self-Management
Independent Living
Relationships
Careers and the World of Work

APPENDICES

STUDENT REFERENCE MANUAL – PERSONAL PORTFOLIO

The purpose of the Career and Life Management course is to help students build "coping skills" for day-to-day living. Students may wish to keep a record of the information or strategies they find particularly relevant or helpful. Following is a tentative outline for such a student reference manual.

PART I – Personal Profile

Self-assessment and assessments from others.

PART II – Goals and Objectives (Choices and Challenges)

Copy of goals, action plans, objectives from

- Theme A: Self-Management
- Theme B: Well-Being
- Theme C: Relationships
- Theme D: Careers and the World of Work
- Theme E: Independent Living

IOP

Include student plans for each theme.

PART III – Support Network: Sources of information and assistance
– Students include materials/information they find helpful/informative

IOP

Include handbook of contracts, forms, checklists.

PART IV – Career Portfolio

PART V – Student journal could be completed weekly. Questions could include:

1. What was something you learned?
2. What was something you enjoyed?
3. How might this (week) have been better?
4. What did you put off doing that you should have done? What would you like to have done?
5. Reflect on a decision you made this week. Outline the process you used to reach that decision
6. Whom did you get to know better this week?
7. What are your goals for next week?
8. Additional comments.

CAUTIONS: It is important that students understand that it is their journal, in which they can feel comfortable stating their feelings and opinions honestly. It is important therefore that the teacher emphasizes the following points.

- Confidential Nature – This journal will not be shown to other students, teachers, or parents unless the student so desires.
- No Right and Wrong Answers – This journal is to reflect what the individual honestly feels and believes, and the comments made will not be marked/judged right or wrong but, rather, what is appropriate for that student.

SUGGESTED PROFESSIONAL READINGS

The following documents, produced by Alberta Education, provide further background and information about concepts and skills addressed in the objectives and learning expectations.

Alberta Education. *Essential Concepts, Skills, and Attitudes for Grade 12*, May 1987.

Alberta Education, Special Educational Services. *Learning Disabilities: A Resource Manual for Teachers*, 1986.

Alberta Education. *Reading 10 Curriculum Guide*, 1987.

Alberta Education. *Students' Thinking, Developmental Framework: Cognitive Domain*, March 1987.

Alberta Education. *Students' Interactions, Developmental Framework: The Social Sphere*, March 1988.

Alberta Education. *Teaching and Evaluating Reading in the Senior High School (A Monograph to Accompany Reading 10)*, 1988.

Alberta Education, Special Educational Services. *Understanding Depression and Suicide*, student booklet, teacher's guide, 1987.

Alberta Education. *Integrated Occupational Program Information Manual for Administrators, Counsellors, and Teachers, Interim*, 1988.

A number of the learning resources listed in this section have not been evaluated by Alberta Education for tolerance and understanding. Their listing is not to be construed as explicit or implicit departmental approval for use. The titles are provided as a service only, to assist teachers to identify potentially useful support materials. The responsibility to evaluate these resources prior to use with students rests with the local jurisdiction. All resources designated as BASIC and RECOMMENDED have Alberta Education evaluation criteria.

The following references have been recommended by committee members and field test teachers:

Alberta Career Development and Employment. *Guide to Setting Up a Career Resource Centre*, 1985.

Alberta Community and Occupational Health. *Education and Caring: Alberta's Program for the Prevention, Management and Control of AIDS*, October 1987.

Alberta Education, Special Educational Services. *Understanding Depression and Suicide*, student booklet, teacher's guide, 1987.

Alberta Education, Curriculum Support Branch. *Students' Interactions, Developmental Framework: The Social Sphere*, 1988.

Batiuk, Tom. News America Syndicate. *Life's Lessons Aren't Always Learned in the Classroom*, 1986.

Berne, Linda A., and Carl Shantzis. "Clarifying Concepts of Traditional, Preventive, and Wellness Lifestyles." *Journal of School Health*, April 1986.

Calgary Health Services. *Sexuality Education: Teaching Adolescents: A Skills Development Workshop*, no date.

Canadian Cancer Society, Toronto. *Canadian Cancer Statistics 1987*, March 1987.

Erard, Mary, and Betty Blaisdell. "How to Handle Blazing Issues without Blistering your Board." *American School Board Journal*, July 1986.

APPENDIX B (continued)

Heimlick, J.E., and S.D. Pittleman. *Semantic Mapping: Classroom Applications*. International Reading Association, Newark, Delaware, 1986.

Kaplan Shapiro, Eileen. *Student Success Book*. Chicago Tribune Educational Services, 1982.

Kramer, Patricia *Dynamics of Relationships* Equal Partners, Kensington, Maryland, 1986.

Miccinati, J.E Mapping the terrain: "Connecting reading with academic writing," *Journal of Reading*, Vol. 31, No. 6, March 1988, pp. 542-552.

Mulcahy, Marfo, Peat and Andrews. *A Strategic Program for Effective Learning and Thinking (SPELT)* A teacher's manual, University of Alberta, 1987.

Raths, L.E., Wasserman, S., Jonas, and A. Roghstein. *Teaching for Thinking. Theory, Strategies, and Activities for the Classroom*. Teachers' College Press, New York, 1986.

Robinson, Bryan E., and Robert L. Barret. "Teenage Fathers," *Psychology Today*. December 1986.

Statistics Canada. *Changing Labour Market for Post-secondary Graduates, 1975-1984*. Ottawa, 1987.

Suicide Information and Education Centre. *Youth Suicide: A Catalogue of Audio-Visual Resources, 1965-1987*, 1988.

RELATIONSHIP TO OTHER COURSES

1. Other High School Courses

The mandate for Career and Life Management 20 as outlined in the *Secondary Education Review* Policy Statement (June 1985) includes topics that are addressed in other courses. The following courses have been reviewed in detail to identify any areas of potential overlap with the Career and Life Management Curriculum:

- Personal Living Skills 10-20-30
- Occupations 10
- Basic Business 20-30
- Office Procedures 20-30
- Law 20
- Business Calculations 20
- Health and Personal Development 10
- Psychology 20
- Mathematics 15 and 25 (after September 1989, Mathematics 14 and 24)

Topics and objectives have been identified that:

- introduce CALM
  (For more information on Junior High Health and Personal Life Skills 7-8-9 refer to the outline on p.183-184 which details the themes and sub-themes of the elementary and junior high health programs.)

- duplicate CALM
  - no difference in treatment
  - no difference in level of expectation for student achievement.

- are complementary to CALM
  - present broader perspective
  - provide more in-depth study
  - provide necessary time for students to practise the concept or skill
  - establish a higher level of expectation.

The following chart summarizes the degree to which the courses complement or duplicate the Career and Life Management Curriculum.

	CAREER AND LIFE MANAGEMENT				
	SELF-MANAGEMENT	WELL BEING	RELATIONSHIPS	CAREERS AND THE WORLD OF WRK	INDEPENDENT LIVING
Personal Living Skills 10-20-30	c	c	c		c
Occupations 10					
Basic Business 20-30					
Office Procedures 20-30	c			c	
Law 20					
Business Calculations 20					
Health and Personal Development 10	C	c	c		
Psychology 20	C				
Mathematics 14-24					

C = Complementary - major portion
D = Duplicates - major portion
I = Introduction
c = complementary - minor portion
d = duplicates - minor portion

2. Elementary and Junior High Health and Personal Life Skills Program[1]

	Elementary Health Grades 1-6	Junior High Health and Personal Life Skills Grades 7-9	Senior High: Career and Life Management 20 Grade 11
MAJOR THEMES	SUB-THEMES (Emphasis on sub-theme content varies across the six grades)	SUB-THEMES (Emphasis on each sub-themes varies across the three grades)	MAJOR THEMES and SUB-THEMES
I Self-Awareness and Acceptance	A. Finding Yourself – self-worth B. Feelings – expressing oneself; dealing with feelings positively C Personality – influences and characteristics D Responsibility to the World – developing relationships; personal accountability; problem solving TIME: 20%	A Self – self-awareness, self-concept, self-respect, body images, positive and negative treatment, stereotyping B. Feelings – recognizing and managing feelings; emotional health; suicide; flexible behaviours C. Decision Making – relationship between values, attitudes and behaviours; decision-making model; accepting responsibility	Theme A: Self-Management 1. Building Communication Skills 2. Building Self-Awareness – self-assessment, feeling, thinking 3 Choices and Challenges TIME: 9 hours
II Relating to Others	A Peers – consideration of others; friendships; personal interests and abilities; importance of self and others B School – working with others; grown-ups TIME: 10%	A Peers – friendship; influence of friends, parents, peer groups; dating B School – study and homework C. Family – structure and function of families; relationships; life stages; influence of unexpected events	Theme C: Relationships 1 Understanding Relationships 2 Recognizing Commitments and Expectations 3 Developing, Maintaining and Enhancing Stable and Satisfying Relationships 4 Dealing With Grief and Loss 5. Choices and Challenges TIME: 10 hours
III Life Careers	A Self-Understanding – personal interests and abilities; relating to others B Life Careers – the world of work; occupations and leisure pursuits; community, home and school trends C Career Awareness Planning and Preparation - study habits; preparing for the next grade TIME: 20%	A Career Awareness and Preparation – work-related values; leisure activities and volunteer work; time management; obtaining and keeping a job; career fields and occupational options and training requirements, changing nature of male/female roles B Career Planning – school subjects and occupations; self-appraisal; individual characteristics; planning for high school	Theme D Careers and the World of Work 1 Career Planning Process 2 Personal Career Plan 3 Establishing and Implementing a Career Plan 4 Choices and Challenges TIME: 11 hours

1 All of these health and personal life skills programs are mandatory for all students with the exception of the Human Sexuality module, which is offered on an optional basis

APPENDIX C (continued)

	[illegible] Grades 1-6	[illegible] Grades 7-9	Senior High: Career and Life Management Grade 11
IV Body Knowledge and Care	A Body Development – body growth, body senses, parts of the body B Nutrition – identification of nutritious foods, food requirements, and quantities C Growing Up Healthy – fitness, rest, weight, strength, posture and appearance D Diseases and Drugs – prevention and control, prescription and non-prescription drugs, harmful effects of drugs E Safety and First Aid – safety practices, first aid F Protecting People's Health – health and support services, consumer health, pollution, community activities, social costs TIME: 50%	A Body Systems – human growth; interdependence and maintenance of body systems B Nutrition – nutrition and needs during adolescence C Physical Fitness – importance of being physically fit; implementing individual physical fitness programs D Safety and Emergency Procedures – applying safety and emergency procedures (e.g., baby-sitting); causes, prevention and control of accidents; [illegible] hitchhiking E Personal Wellness – illness wellness continuum; lifestyle and health; communicable and chronic diseases; pseudo-cures; disability F Drug Use and Abuse – definitions and information; risks, abuse, alternatives, laws, available services H Health Care Products and Services – information sources; evaluation of products and services	[illegible] 1. Nature of Well-Being and Healthy Lifestyle 2. Factors Affecting Personal Well-Being 3 Maintaining and Enhancing Personal Well-being 4 Choices and Challenges TIME: 9 hours
V Human Sexuality (Optional - Requires Board Approval)	Puberty - Growth and Sexual Maturity - Puberty in Females - Sexuality Sexual Maturation - Nocturnal Emissions - The Menstrual Cycle - Other Physical and Emotional Changes in Puberty Reproduction - Fertilization and Birth - Reproductive System Maturity for Reproduction	A Puberty (anatomy and physiology; physical, emotional and social changes) B Reproduction (stages; sexual intercourse and conception; reproduction and birth; pregnancy and health) C Decision making (forms of sexual expression; external influences on sexual attitudes exploitation, contraception, teenage pregnancy sexually transmitted diseases; referral agencies and resources; assertiveness)	Theme E: Independent Living 1 Lifestyle Choices 2 Personal Financial Management – planning, financial institutions, consumer advisory, credit, insurance 3 Choices and Challenges TIME 12 hours
Time Allotment	60 minutes per week per grade recommended	50 hours at each grade level	Defined time: 51 hours Elective time: 11 hours
Date of Mandatory Implementation	September, 1984	September, 1987	September, 1988

DEPARTMENT OF EDUCATION POLICY

RE: CONTROVERSIAL ISSUES IN THE CLASSROOM

I. In principles, it is an objective of the Alberta educational system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.

II. The specific policy, based on this principle, is:

1. Students in Alberta classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement that calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.

2. Students should have experiences in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should:

   a) represent alternative points of view

   b) appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course as stated in the programs of studies

   c) reflect the neighbourhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts

3. School trustees should establish, in consultation with appropriate interest groups, policies regarding:

   a) identification of controversial issues

   b) treatment of such issues in local classrooms.

4. Students, teachers and administrative staff should have a voice in determining:

   a) the controversial issues to be studied

   b) the texts and other materials to be used

   c) the manner in which such issues are dealt with in the classroom.

APPROVED RESOURCES

Learning resources fall into three categories; BASIC, RECOMMENDED and SUPPLEMENTARY.

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning.

BASIC Learning Resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

RECOMMENDED Learning Resources are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

SUPPLEMENTARY Learning Resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

Alberta Education wishes to express appreciation to the following agencies and associations that so generously shared materials during the development period and the 1988-89 school term.

- Alberta Career Development and Employment
- Alberta Consumer and Corporate Affairs
- Alberta Human Rights Commission
- Alberta Labour
- Health and Welfare Canada
- Canadian Cancer Society
- Canadian Bankers' Association
- Alberta Alcohol and Drug Abuse Commission

The following resources are authorized by Alberta Education for the core and optional programs. Annotations are provided. Additional print and software authorizations that may occur subsequent to the publication of this manual will be listed in the Learning Resources Distributing Centre Buyers Guide. All prices are included in the Buyers Guide.

Print and filmstrip resources are available from the Learning Resources Distributing Centre, (LRDC) 12360–142 Street, Edmonton, Alberta, T5L 4X9. Tel. No. (403) 427–2767. Refer to the LRDC Buyers Guide for prices. Some of the pamphlets are sold in sets (30). Resources authorized as SUPPLEMENTARY are not available from the LRDC. Consequently, the address of the publisher is provided. Video resources are available from ACCESS NETWORK. The dubbing order number is provided.

A number of resources are still under review, including career search software and simulation software.

1. CORE PROGRAM

Breast Self-Examination: B.S.E. Canadian Cancer Society. (Theme B) (RECOMMENDED) Student Reference.

BREAST SELF-EXAMINATION (pamphlet) contains information on how to examine breasts for any changes and lumps that could possible be cancerous.

Career Planning. TV Ontario. 1/2" videocassette, six 15-minute programs, 1984. (Theme D) (RECOMMENDED) Available from ACCESS NETWORK (617101).

These six dramatizations are designed to help high school students begin the process of self-discovery that leads to making the right career decisions. A teacher's guide is available.

Career Planning. TV ONTARIO. Ontario Educational Communications Authority. 1/2" videocassette, six 15-minute programs, 1984. (Theme D) (RECOMMENDED) Teacher's Guide.

These six programs are entitled: Who Am I?; What Am I Good At?; Studying an Occupation; The Big Picture; Get a Job; and It's Your Move.

Career Trends. Calgary Board of Education. Revised Edition. Starr, Donna Calgary, Alberta, 1985 (Theme D) (RECOMMENDED) Student or Teacher Reference.

CAREER TRENDS (handbook, 343 pp.) presents current information about career opportunities in Alberta as well as careers and post-secondary programs in Alberta. It is designed to give brief, accurate information about job opportunities which counsellors, students, and their parents require for effective educational and vocational planning

There is a brief description of each occupation, the main educational and personal requirements, the training required, the training institution, the employment opportunities for new employees, and average starting salary information.

Choices. Canadian Employment and Immigration Commission. Ottawa, 1987. Software components: 11 Disks (IBM), 26 Disks (APPLE), operations manual, counsellor's manual, guide, master list of occupations.

CHOICES provides the student with the opportunity to make occupational and educational decisions based on a number of factors. The "Choices" program contains two major components: a list of occupations, and a directory of programs and educational institutions.

Consumer Complaints: A Self-Help Handbook. Alberta Consumer and Corporate Affairs, Consumer Education and Information. 1985. (Theme E) (RECOMMENDED) Student Reference. (Class set)

CONSUMER COMPLAINTS (handbook, 64 pp.). This self-help handbook in magazine format was written to help consumers resolve their complaints It includes guidelines and methods of complaining, assertive behaviour suggestions, sources of assistance and a directory of information

Employment Standards, Regulations and Excerpts from The Employment Standards Act. Alberta Labour, Employment Standards Branch, 1985. (Theme D) (RECOMMENDED) Student Pamphlet.

EMPLOYMENT STANDARDS (booklet, 20 pp.) contains excerpts from The Employment Standards Act, and a pamphlet on employment standards.

Facts Folder – Tobacco, Marihuana, Alcohol, Statistics, Alcohol and Driving. AADAC, 1987. (Theme B) Student Reference.

The folder contains five booklets with information on tobacco, marihuana, alcohol, alcohol and statistics, and alcohol and driving. An overview of the research on the effects and the impact of drug use on individuals and society is provided. Information is cited as gathered from authoritative sources; a suggested use is as a resource for assignments, reports, and debates.

It's About Time ... to Start Thinking About Your Future. Alberta Career Development and Employment, Career Information Services, 1987. (Theme D) (RECOMMENDED) Student Reference. (Class set)

IT'S ABOUT TIME (booklet, 64 pp.) provides an introduction to career planning; describes Alberta's post–secondary institutions and student financial assistance programs; and presents, in chart form, the major educational programs offered in the province.

Job Seeker's Handbook. Alberta Career Development and Employment, Career Information Services, 1986. (Theme D) (RECOMMENDED) Student Reference.

JOB SEEKER'S HANDBOOK (booklet, 70 pp.) provides guidelines for job goal setting, finding job openings, writing letters, résumés, application forms, and handling interviews.

Life Choices Simulation (Software, teacher guide, student guide, program master disk, teacher utility disk, print utility disk.) Cairns, Dr. K., et al. Institute of Computer Assisted Learning, University of Calgary, Calgary, 1986. Themes A, B, C, D, E (BASIC) Student Reference.

The LIFE CHOICES SIMULATION is designed to allow students to explore a variety of possible futures and to develop an appreciation for the complexity of relationships and career planning as they prepare to leave school.

Making It Work. Career Information Services. 1/2" to 3/4" videocassette, 15 minutes, 1986. (Theme D) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK (659601).

This video is the story of three young people's reaction and adjustments to the world of work. Through a number of dramatic vignettes, the characters reveal how attitudes affect their jobs and relationships with co–workers. The video looks at employer–employee expectations, mentoring, and the importance of maintaining a positive attitude

Me and My Friends and Our Booze. Addiction Research Foundation, an agency of the Province of Ontario. Toronto. 1/2" videocassette, 30 minutes, 1983. (Themes A, B, and C) (RECOMMENDED) Available from ACCESS NETWORK (290701)

This video takes a critical look at how commercials portray drinking in a "unreal" sense, and shows the behavioural, social, physical changes that occur with drinking. It also addresses the issues of peer pressure, behaviour change with alcohol use, and "How to say no to drinking".

More Than Money. Canadian Bankers' Association, 1984. (Theme E) (RECOMMENDED) Teacher Reference.

MORE THAN MONEY consists of two filmstrips, two audio cassettes, entitled "Choices" and "From Barter to Banks", and ten booklets entitled: (1) Teacher's Introduction (2) Banking Services Today (3) Choices (4) Insurance (5) Spending (6) Consumption (7) Investing (8) From Barter to Banks (9) Savings (10) Credit.

Moving Out. Alberta Consumer and Corporate Affairs, Consumer Education and Information. Audiotape, 1988. (Theme E) (RECOMMENDED) Teacher Resource.

MOVING OUT consists of 11 scenarios that might be encountered when moving out. The resource consists of an audiotape, the script, a list of resources and discussion questions

Moving Out. Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1988. (Theme E) (RECOMMENDED) Student Resource and Instructor's Guide.

MOVING OUT (magazine, 49 pp.). This colourful self-use magazine is of interest to students 16 to 20 years old. Considers how to buy a used car; getting along with a roommate; avoiding scams in the marketplace, and determining the cost of living on one's own. MOVING OUT INSTRUCTOR'S GUIDE (magazine, 105 pp.) contains programming ideas, discussion questions, case studies, community resources and activity suggestions. Its appendices include a moving out money questionnaire, and a bibliography.

Powers and Becoming. Alberta Alcohol and Drug Abuse Commission. 1/2" videocassettes, 1987. (Themes A and B) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK.

POWERS AND BECOMING is a series of four videos that focus on issues important to teenagers as they move toward maturity-empowerment. *Self-Design* (20 minutes) reflects on building personal power by experiencing appropriately challenging situations. *Freedom Trap* (20 minutes) considers how limitations can create dependency and reduce personal power. *Freedom To ... Freedom From* (26 minutes) encourages the viewer to recognize that freedom is more than the absence of restrictions. *Highlights* (16 minutes) offers a summary of the other three videos.

Protecting Human Rights. Alberta Human Rights Commission, 1986. (Theme D) (RECOMMENDED) Teacher Reference.

PROTECTING HUMAN RIGHTS (folder) explains the Individual's Rights Protection Act, the role of the Alberta Human Rights Commission, and raises specific human rights issues.

Reaching Out: Interpersonal Effectiveness and Self-Actualization. Johnson, David W. Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1986. (Themes A, B, and C) (RECOMMENDED) Teacher Reference.

REACHING OUT (book, 319 pp.) provides background theory and activities for developing effective interpersonal skills. The theory is presented under the following headings: The Importance of Interpersonal Skills; Self-disclosure; Developing and Maintaining Trust; Increasing Your Communication Skills, Expressing Your Feelings Verbally and Non-verbally; Helpful Listening and

Listening and Responding; Enhancing Own and Others' Identity; Resolving Interpersonal Conflicts; Confrontation and Negotiation; Anger; Stress; and Managing Your Feelings; Barriers to Interpersonal Effectiveness.

Seventeen ... Going On Nowhere. Paulistic Productions. 1/2" videocassette, 30 minutes, 1980. (Themes A and C) (RECOMMENDED). Available from ACCESS NETWORK (265201).

This video centres around a troubled youth, age seventeen, in search of his identity, and his father's attempt to rebuild their relationship.

Smoking Against Your Will. Harvest Media Productions Ltd. 1/2" or 3/4" videocassette. (Theme B) (RECOMMENDED). Available from ACCESS NETWORK (615601).

A series of real life dramatic vignettes describing the effect of smoking on non-smokers in both the home and work environment.

So You've Left School ... What Now? Alberta Career Development and Employment, Career Information Services, 1984. (Theme D) (RECOMMENDED) Student Reference. (Class Set) (Recommended for use with IOP students).

SO YOU'VE LEFT SCHOOL ... WHAT NOW? (booklet, 36 pp.) introduces young people to career planning and job search techniques. Through the use of a video game motif, the booklet relates interests to types of work; describes some 180 jobs open to those without a high school diploma; offers tips for job search and maintenance; describes options for further education/training; and sets down simplified goal setting steps.

Something Borrowed, Something Blue. Alberta Consumer and Corporate Affairs. 1/2" videocassette, 30 minutes, 1980. (Theme E) (RECOMMENDED). Available from ACCESS NETWORK (223101).

In this video, a newly married couple attempt to maintain a lifestyle above the husband's income. Overuse of credit contributes to the mounting level of debt in their first year of marriage.

Still Killing Us Softly. Kinetic Film Enterprises. 16mm colour film and 1/2" videocassette, 20 minutes, 1987. (Themes B, E) (RECOMMENDED) Student Reference. Available from ACCESS NETWORK (290801).

This is a video of a presentation given by Jean Kilbourne about the psychological and sexual themes in advertising campaigns directed toward women. The speaker uses ads from a variety of media to demonstrate the manipulations that advertisers use to sell consumer items. Viewers are encouraged to be aware of the stereotyping present in gender advertising.

Straight Facts About Drugs and Drugs Abuse. Master of Supply and Services Canada (Reprinted by AADAC), 1983. (RECOMMENDED) Student Reference. (Class set).

STRAIGHT FACTS ABOUT DRUGS AND DRUG ABUSE (booklet, 24 pp.) is divided into two main parts.

Part one looks at drug issues from a general point of view. The text is divided into four major sections, each one dealing with a separate drug related issue. The sections are: What is a Drug? What is Drug Abuse? Why Do People Use Drugs? What are the Risks of Drug Abuse?

The second part of the booklet consists of seven charts designed as a quick, ready reference for more detailed drug information. Each chart covers a major drug family.

Straight Stuff: An Explanation of People and Alcohol and Tobacco and Other Drugs. (Folder) AADAC, 1987. (Theme B) Teacher Reference.

This folder contains six articles written about alcohol and drugs and their effects. Individuals share personal observations and perspectives about the use of drugs. A discussion guide is also available to help explore some of the issues raised in the articles.

Strategies for Career and Life Management. Bessert, C., Crozier, S., Violato, C. Weigl Publishing Limited, Edmonton, 1988. Themes A, B, C, D, E (BASIC) Student and Teacher Reference.

This hardcover, 200-page resource has been custom developed for the core curriculum. Each chapter correlates with the themes and sub-themes outlined in the curriculum; reinforces the process approach; and provides the content background information. It is accompanied by a Teacher Guide.

The Entrepreneur. Career Information Services. 1/2" or 3/4" videocassette, 23 minutes, 1985. (Theme D) (RECOMMENDED) Available from ACCESS NETWORK (659501).

THE ENTREPRENEUR takes a look at starting one's own business as a career option. The film's starring entrepreneur is 27-year-old Gerry Hughes who conceives the idea for his company, Western Gourmet Foods, and with hard work and determination, builds it up to a success. His story unfolds during the course of a high school reunion where his friends are initially skeptical but finally impressed by Gerry's accomplishments.

The Most Important Minute in a Man's Life. Canadian Cancer Society. (Theme B) (RECOMMENDED) Student Reference.

THE MOST IMPORTANT MINUTE IN A MAN'S LIFE (pamphlet) contains information on the examination of testicles and male glands for cancer detection.

The Pap Test. Canadian Cancer Society, 1983. (Theme B) (RECOMMENDED) Student Reference.

THE PAP TEST (pamphlet) informs women of the importance of the pap test to detect the presence of any pre-cancerous or cancerous conditions in the cervix or neck of the womb. The pamphlet explains the location of the uterus, how the pap test is done, the follow-up and treatment of uterine cancer.

2. OPTIONAL MODULES

Module 1: Human Sexuality

A.I.D.S.: A Teacher Resource Package. Golick, J.H., and Greig, James D. Globe/Modern Curriculum Press, Toronto: Sun Publishing Corporation, Toronto, 1987.

A.I.D.S.: A TEACHER RESOURCE PACKAGE, 116 pp., is divided into eight lessons: (1) Introduction to A.I.D.S., (2) Biology of A.I.D.S., (3) Disease and Epidemics, (4) Sex and Consequences, (5) Decision Making, (6) Death and Disease, (7) A.I.D.S. and the Community, (8) A.I.D.S. the Future and the World.

This Canadian publication offers a thorough explanation of the above topics. Each lesson includes information for teachers, blackline masters for student use, and answer keys for exercises. It also offers suggestions for further study, resource lists, and test questions and answers for evaluation purposes.

A.I.D.S.: Everything You Should Know. Canadian Learning Co., Inc. 16mm Film or 1/2" videocassette, 20 minutes. Available from ACCESS NETWORK (680801).

This videotape, featuring Whoopie Goldberg, uses the input of youth, educators, and health experts to destroy common myths and to present critical information and statistics on A.I.D.S. Terminology is explained in clear, understandable language. The issue of sexual abstinence for youth is explored by youth offering their reasons for abstaining. Societal and individual perspectives convey the importance of a serious and responsible attitude toward sexual contact.

A.I.D.S.: What Every Responsible Canadian Should Know. Greig, James D. Toronto: Sun Publishing Corporation Ltd., and Canadian Public Health Associate, 1987. (RECOMMENDED) Teacher Reference.

A.I.D.S.: WHAT EVERY RESPONSIBLE CANADIAN SHOULD KNOW has been approved as a teacher reference. It includes explicit discussion of sensitive information.

This Canadian publication offers a thorough explanation about A.I.D.S. through the following topics: testing, safe sex, government, women, parents and teachers, workplace, health care worker, and the citizen. The information is presented in a question/answer format. It provides a quick reference for teachers and administrators.

A.I.D.S. What Young Adults Should Know. Yarber, William L. Douglas McIntyre Educational Ltd. Vancouver, B C.,1987. (RECOMMENDED) Student Reference. One free per school.

A.I.D.S. WHAT YOUNG ADULTS SHOULD KNOW (booklet, 42 pp.) covers information on what A.I.D.S. is and how the virus is spread. Students will learn how to prevent its spread. The goal for students is to follow the prevention guidelines and to develop individual responsibility.

Sexuality: A Responsible Approach Meeks-Mitchell, Linda, and Philip Heit. Student Textbook and Teacher Manual. Charles E. Merrill Publishing, 1987. Currently being updated. Approval pending, May 1988. Student and Teacher Reference.

SEXUALITY: A RESPONSIBLE APPROACH (student book, 124 pp., teacher manual, 88 pp.) is divided into six chapters: (1) Responsibilities in Relationships, (2) Reproductive Health, (3) Responsible Sexual Behaviour, (4) Responsible Parenthood, (5) Birth Control, Sterilization, and Abortion, and (6) Sexuality and Self-Protection. Information on reproductive health, contraception, sterilization, and abortion is included along with the development of responsible decision-making and life-management skills. The teacher's edition provides comprehensive lesson plans, blackline teaching masters and chapter tests.

The book provides comprehensive lesson plans, blackline teaching masters and chapter tests.

Sexuality Education: A Curriculum for Adolescents Wilson, Pamela, and Douglas Kirby. Network Publications, 1984. (RECOMMENDED) Teacher Resource

SEXUALITY EDUCATION (handbook, 443 pp.) contains teaching activities, lecture notes, assignments and a resource listing, appropriate for sexuality program. The guide is divided into 11 units by content: Introduction to Sexuality; Communication Skills; Anatomy and Physiology; Values; Self-Esteem; Decision Making; Adolescent Relationships; Adolescent Pregnancy and Parenting; Pregnancy Prevention; Sexually Transmitted Diseases; and Review and Evaluation.

Sexually Transmitted Disease Teaching Outline and Resource Guide. Alberta Community and Occupational Health, Education Department, 1986. (RECOMMENDED) Teacher Reference. (Free)

The SEXUALLY TRANSMITTED DISEASE TEACHING OUTLINE AND RESOURCE GUIDE (booklet, 61 pp.) has been developed to assist teachers and educators involved in presentation of S.T.D. information to school students or similar groups. Included in the guide is information on sexually transmitted diseases, a sample presentation outline, student learning activities and a list of resources Available from:

Community and Occupational Health
Education Department, S.T.D. Control
10105–109 Street, 4th Floor
Edmonton, Alberta
T5J 1M8 427–7951

Teachers may copy this resource at no charge. A revised document is scheduled for publication in December 1988.

Module 2: Dealing with Crises

Coping With Stress: A Guide to Living. Mills, James W. John Wiley and Sons, 1982. (RECOMMENDED) Teacher Reference.

COPING WITH STRESS (book, 157 pp.) describes 20 strategies for identifying and reducing stress and how to apply them at home, at work, and on social occasions.

Reason To Live. Suite One Video Inc. (Telemedia Publishing), 1/2" videocassette, 27 minutes, 1987. Module 2 Student Reference

This videotape presents relevant facts and statistics based on research into youth suicide. Individual case studies and interviews with experts in the helping professions reveal valuable and interesting perspectives. Information is given about myths that surround youth suicide; signs to watch for; and resources available in the community.

Module 3: Entrepreneurship

Entrepreneurship: A Primer for Canadians. Jennings, William J. Canadian Foundation for Economic Education, 1985. (BASIC) Student Reference

ENTREPRENEURSHIP (booklet, 63 pp.) has been written for secondary school teachers and students to introduce and explain the role of entrepreneurs. After discussing the nature of entrepreneurs and keys to success and failure, the publication turns its attention to the process of establishing a business enterprise. Particular attention is given to the vital process of developing an effective business plan.

Entrepreneurship in the Alberta Curriculum: A Monograph. Alberta Education Planning Services Branch, 1986 (SUPPLEMENTARY) Teacher Reference

ENTREPRENEURSHIP (monograph, 108 pp.) examines current research and strategies that develop and enhance the skills of entrepreneurship. The monograph concludes with an action plan for the consideration of Alberta Education. Available from:

Alberta Education, Central Support Services
Devonian Building West
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2

Module 4: Consumer and Investment Choices

2000 A.D. - A Guide to Financial Awareness. Alberta Consumer and Corporate Affairs, Consumer Education and Information, 1986 (BASIC) Student Resource.

2000 A.D. – A GUIDE TO FINANCIAL AWARENESS (booklet, 72 pp.) is an introduction to the subject of putting one's money to work to earn a profit. Its purposes are to increase one's awareness of the broad scope of financial alternatives, from term deposits and government bonds to publicly traded shares and real estate; and, more important, to increase awareness of the associated risks and rewards.

Selected Tipsheets. Alberta Consumer and Corporate Affairs, Consumer Education and Information (RECOMMENDED) Teacher Resource

- Advertising Techniques and Guidelines
- Auto Repairs and Estimates
- Buying a House?
- Condominiums: A Housing and Lifestyle Alternative
- Common Marketplace Misconceptions
- Consumer Complaints: Both Sides of the Coin
- Co-Signing Credit Contracts
- Credit Worthiness and Credit Reporting Agencies
- Direct Sales
- Food Shopping Skills
- Guarantees and Warranties
- How Marital Status Affects Credit
- Landlord and Tenant Act
- Legal Remedies of Credit Grantors
- Mail Order Buying
- Purchase and Repair of Appliances
- Mortgages
- Purchasing Real Estate Outside Alberta
- Purchasing Time Sharing
- Responsible Credit Use
- Ship Around
- Used Car Buying

Alberta Consumer and Corporate Affairs
Box 1616
Edmonton, Alberta
T5J 2N9 427–5782

For additional student copies, phone or write to order. Class sets available without charge.

Teaching Taxes. Revenue Canada. Ministry of Supply and Services. Revised Annually. (RECOMMENDED) Teacher Reference and Student Workbook.

TEACHING TAXES (student workbook, 160 pp.; teacher manual, 66 pp.). The workbook provides students with problems, puzzles, and the required tax forms and schedules. The taxopedia provides reference material for students and teachers studying the Canadian tax systems, plus illustrations, charts, tables, and graphs. It outlines the history of taxation in Canada, describes the Canadian tax system and provides a glossary of terms, a bibliography, illustrations and explanations of forms and tax calculations. The teacher's update manual includes teaching hints, list of resource material, tax news and an answer key for student problems

Not available through LRDC. Order from:

Revenue Canada, Taxation
220–4 Avenue, S.E.
Calgary, Alberta
T2G 4X3 231–4249

Alberta Contact:
9820–107 Street
Edmonton, Alberta
T5K 1E8 420–4770

Module 5: Cultural Bridges

Defeathering the Indian. LaRoque, Emma. The Book Society of Canada Limited, 1975 (SUPPLEMENTARY) Teacher Reference

DEFEATHERING THE INDIAN (book, 82 pp.) provides an opportunity to view education through the eyes of a Native person and was written primarily to raise questions and issues for those teaching Native studies. The chapters are: Rationale; Heritage or Culture; Stereotyping; Past and Present; The Media and the Indian, and Miscellaneous Reflections

Irwin Publishers
180 West Beaver Creek Road
Richmond Hill, Ontario
L4B 1B4
(416) 731–4564

APPENDIX F

"TEXT–NIQUE" – A TEXT PROCESSING STRATEGY FOR INTEGRATED OCCUPATIONAL STUDENTS

RATIONALE

Integrated Occupational Program students frequently require assistance with the processing of expository material. 'Text-nique' is a strategy/procedure for enabling students with marginal reading skills to process more sophisticated text. 'Text-nique' is based upon the following beliefs about learning from text:

1. The student should be actively involved in constructing meaning from text. A student's purposes for reading, his/her bank of information and concepts, his/her use of thinking abilities, his/her knowledge of text organization and print presentation, the use of advance organizers and semantic organizers, all contribute to the construction of meaning by the student when he/she approaches and processes text.

2. Visual semantic organizers are powerful aids to meaning.

3. Intelligent processing of text involves selective reading. A text does not need to be read word by word, paragraph by paragraph, or from cover to cover.

Reading aloud to IOP students is an efficacious technique. Parts of text can be taped for listening to enable students to read text in a more independent way.

Key Features of 'Text-nique'

1. Pre-reading activities to arouse interest, activate background information, introduce new concepts, and develop purposes for reading.

2. Semantic webbing (pre- and post-reading) to help students see organization and relationships.

3. Directed reading and thinking.

4. Reading aloud to students.

5. Use of textual features to facilitate comprehension

Suggested 'Text-nique' Kit

IOP students often have difficulty with written and copying tasks. Thus, it is suggested that each student have one transparency and one water soluble, coloured pen for use when doing some of the self-talk activities. Additionally, to help students relocate important information in text, the small removable self-stick notes (e.g., Post-it) are very useful for flagging such information. They can also be used in the margins for purposes of gloss.

Suggested Course Introductory Procedure

1. Teacher-class course planning session. (See *Teacher Resource Manual – Core Program*, p. 51.)

2. Do "Classroom Climate Building Activities". (*Teacher Resource Manual – Core Program*, pp. 50-53.)

3. Discuss and obtain/set up materials/format for a journal and portfolio. Discuss use of text and other resource materials.

4. Text overview. (See following, p. 197.)

5. Theme 1 teacher-class planning session. (See *Teacher Resource Manual – Core Program*, p. 76, item 12.)

6. Theme overview in text. (See following, p. 197.)

APPENDIX F (continued)

'Text-nique' for Text Overview

1. Introduce text, *Strategies for Career and Life Management*. Discuss cover picture. Question: What is a strategy?

2. Table of Contents. Relate to course plans developed in teacher-class planning session. (*Teacher Resource Manual – Core Program*, p. 51.)

3. Introduction (p. 5). Read aloud and discuss each goal on the list. Note match with student goals for the course.

4. How to Use This Book (p. 6)

   a. Preamble – read paragraphs two and three aloud.

   b. Special Features of the Book – read explanation of each feature and locate each in first theme and first chapter. Note colour codes for special features. Note activities that are group-based and those that are individual-based.

      Note use of cartoons and other visual presentations of information.

      Re Chapter Review: Note that this is an outline of chapter topics, not a summary paragraph. The activities suggested in Expanding Your Knowledge may require some modification for IOP students; e.g., rather than write a paper, students could give a demonstration, construct a visual display, construct a model, etc. (See *Teacher Resource Manual – Core Program*, p. 56.)

   c. Making Connections. Question: What is the purpose of the diagram? Relate to the Theme Page (p. 7).

5. Note Glossary

6. Note Index.

'Text-nique' for Theme Overview (Text)

Theme 1: Self-Management (p. 7)

Discuss title. Check definition of term in the Glossary. Read quotation aloud, and discuss. Relate chapter titles and highlights to questions and issues generated in the teacher-class planning of theme. (*Teacher Resource Manual – Core Program*, p. 76, item 12.)

Note: It is suggested that the above procedure be used for the introduction of subsequent themes.

'Text-nique' for Chapter Processing

Note: Text processing activities should be sequenced appropriately with the learning activities suggested in this manual and those suggested in the Teacher Guide Review of the text.

Chapter 1. Communication

Pre-Reading Activity

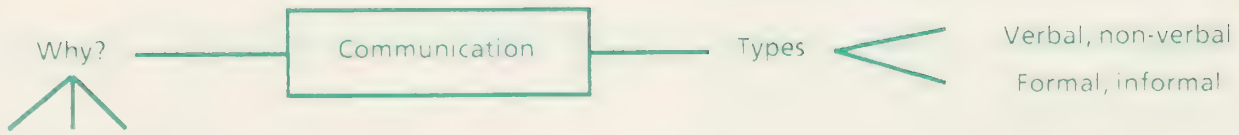
As a class/group, free-associate (brainstorm) ideas associated with 'communication'. Record responses.

- Pre-Reading Semantic Web

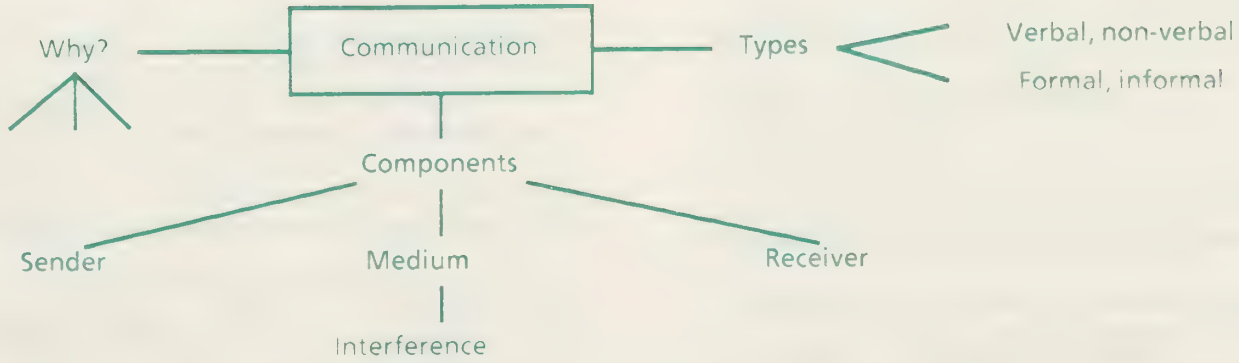
  Begin construction of web by placing 'Communication' in a rectangle. (Teacher works on a transparency; in their notebooks students construct model along with teacher.)

Teacher asks, "Why are these (indicate responses, associations) part of our world? What is their purpose?" Place 'Why?' on web. Add sub-strand responses.

"How might these ideas be grouped or organized? Which ones go together?" Add 'Types' and sub-strand responses to web.



"What are the components of a communication?" Add to web Discuss characteristics of each component and add sub-strand information to web.



The Pre-reading Semantic Web is now in place.

Note: While constructing the web, the teacher should find opportunities to present and use key terms used in the chapter

Processing Content of Chapter 1

A. Teacher Assisted Walk-Through Method

Note: Techniques for assisting students to process text more independently are outlined in section B (page 202).

1. Establish Purpose

   a to elaborate web
   b to find information related to questions/issues raised in pre-reading activities
   c. to relate information to student issues/questions generated during theme planning session.

2. Process Text: Note: The teacher should read aloud when necessary. When exposition is complex, students should be encouraged to use the RAP strategy. (SPELT Manual, 1987.) (For ready location of information, a code could be established: e.g., 9, a, 2, meaning page 9, 1st column, 2nd paragraph.)

   a. Introduction, page 8

   Read the first paragraph to find out why the authors say we need to communicate. Add new/different responses to the web. Read paragraph three. Relate to web (model, page 198). Trace the flow.

   Based upon the authors' introduction, what would you expect to be discussed in this chapter? (Students should generate roles of participants; noise.)

   b. More Than Just Talk, page 9

   What do you think is going to be discussed? Read the first paragraph. Relate to diagram and web. Add details (intentions, ideas, feelings) to web. Read paragraph two. Relate to diagram and web. RAP paragraph three. (See SPELT manual for strategy.)

   c Knowing What to Say, page 9

   Address questions in the first paragraph. Discuss responses. Read the second paragraph to find out what the authors mean by 'communication style'. Add to semantic web.

   d Choosing How to Send a Message, page 10

   What are the authors going to discuss in this section? Paraphrase styles. Add to web. Follow with Case Study as directed. (The Case Study should be read aloud by a member of the group or the teacher.)

   e Asking Questions, page 11

   Read to find the three different ways of phrasing questions. Add to web. Use the chart to respond (orally) to questions in paragraph four. The six purposes of questions, and examples of the phrasing of the questions, could be added to the web. Alternatively, the chart could be flagged with a removable self-stick note for easy access later.

f. Speaking Without Words, page 12

How does the cartoon introduce the topic? What's the message? Look at the highlighted items in column (a). What type of communication do these describe? What can be communicated by each of these? The highlighted items can be flagged with a removable self-stick note. Discuss: How do you use body language? How do you read body language? Read section following highlighted items and column (b).
Do Challenge as directed.

g. Becoming a Better Listener, page 14

Look at the Chinese character. Discuss in relation to the role of the listener. Read (RAP) paragraph one. What is the implication of this information? Discuss mnemonic. Record on web.

h. Putting Together an Appropriate Response, page 15

Look at the table. Read title. Read the section on understanding. What is an understanding response? Scan the text to locate authors' definition. Repeat procedure for each response. The kinds of responses, and examples of response phrases, could be flagged for later reference. Proceed with Case Studies as directed.

i. Controlling the Impact of Noise on Communication, page 17

Start with the Challenge. Do as directed. Read cartoon and determine noise factor. Focus on chart entitled Noise that Interferes with Communication. Read and define. Classify some of the brainstormed items from the Challenge. Add types of noise to web.

j. Defining a Personal Communication Style, page 18

Do Self-talk. (Directions may be rephrased to permit use of a transparency to construct the profile.)

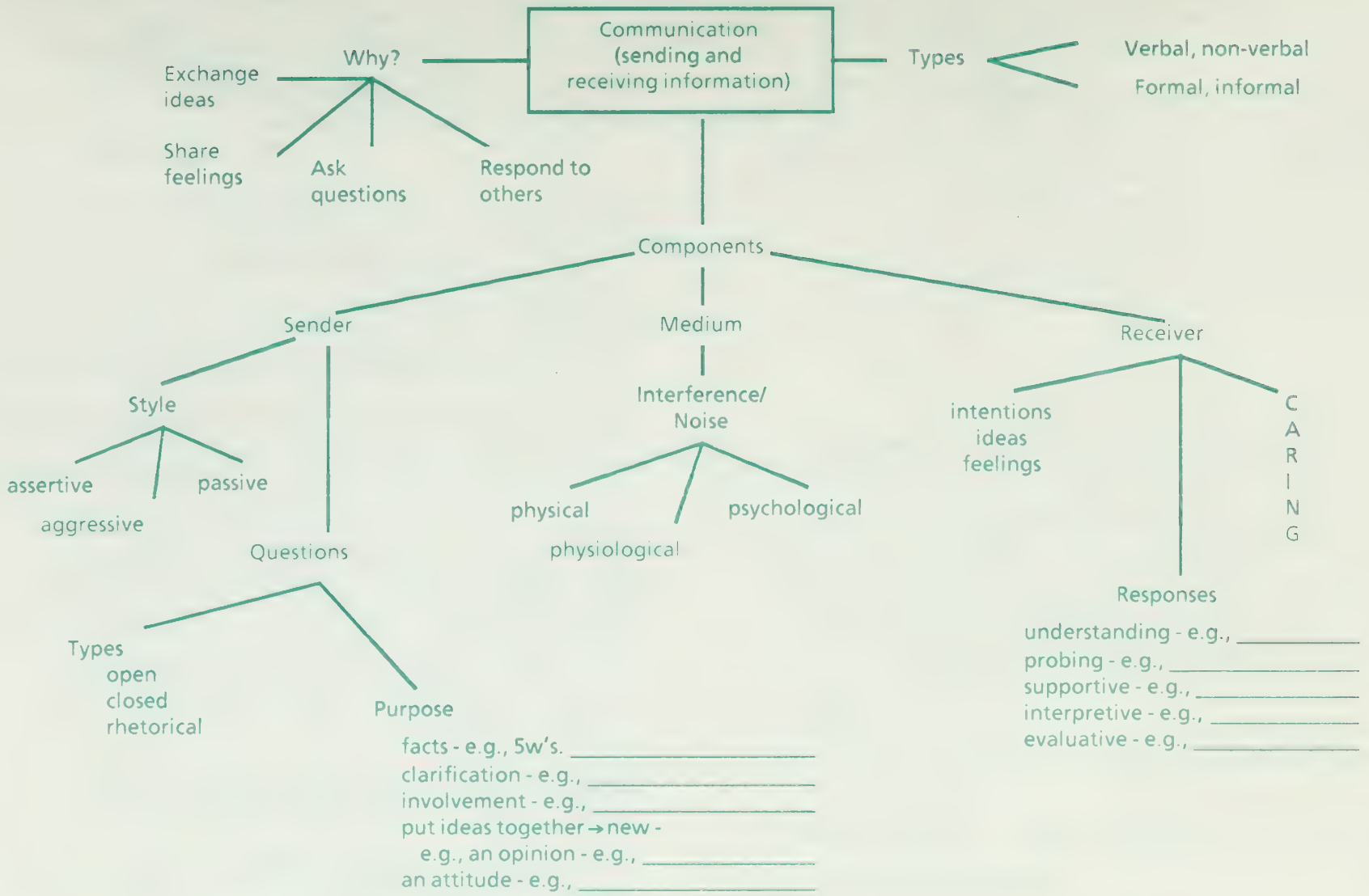
k. Chapter Review, page 20

Awareness and understanding: Review web on page 201 and orally elaborate. Answer questions.

In your journal: Do item no. 2 as an assignment.

Expanding your knowledge: It is suggested that the instruction for item no. 1 be modified to read: Research a form of communication, such as sign language or braille, and make a presentation to the class.

Sample Post-Reading Semantic Web



B. Independent Reading

Following the Pre-Reading Activity on pages 197-198, establish purposes as in A on page 199. Two procedures may be used for independent reading.

1. The walk-through session can be scripted to permit taping. (The tape could be used in a listening centre or at home.)

2. The teacher might construct a study guide to direct reading. Selected portions can be read aloud (e.g., by an aide) or taped (e.g., by a special project student or a volunteer) for the students to use when reading independently. It is suggested that students be encouraged to use the RAP strategy (see SPELT, 1987) when processing text independently.

Chapter 2. Who Am I?

Pre-Reading Activity

Have students list 20 attributes that describe themselves. (It is suggested that the teacher do this exercise as well and record responses on a transparency. The teacher may want to refer to this list when doing the classification exercise.)

- Pre-Reading Semantic Web

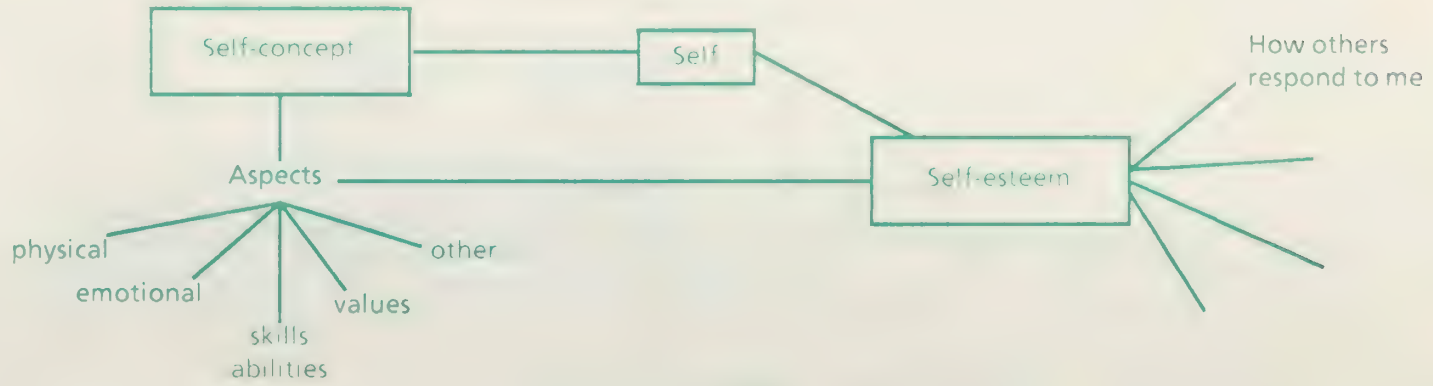
  Begin construction of web by placing 'Self' in a central rectangle. (Web should be developed as in Chapter 1.)

  Do some of these statements in your list go together? Identify some major aspects of self from your list. Add 'Aspects' to web.

  What is the term used to describe your view of yourself? Add 'Self-concept' to web.

  Are there items on your list that describe how you feel about yourself? What is the term used to describe how one feels about oneself? Add 'Self-esteem' to web.

  How did you come to feel the way you do about 'self'? How is self-esteem determined? Add 'Responses' to web.



Processing Content of Chapter 2

A Teacher Assisted Walk-Through Method

1. Establish Purpose: See procedures for Chapter 1, p. 199.

2. Process Text: See Note, p. 199.

   a Introduction, page 21

   Look at the picture. What is the message? Can someone tell you who you are? Read paragraph two. Discuss and diagram on board/transparency 'identity formation' from infancy to adulthood. Information can be added to web.

   Read paragraph three and relate to course objectives. Teacher reads first sentence of last paragraph and asks: Why do you need to know yourself? How can you get to know yourself? Do Self-talk. (For students who have great difficulty with written expression, the instructions could be modified to allow the use of a transparency. The exercise could be done on a computer and/or word processor.)

   b Becoming More Self-Aware, page 23

   Discuss picture. What is the message? Relate to web. Read title. What is self-awareness? Check term in Glossary. Read paragraphs one and two to find out if the authors' definition of self-concept and self-esteem match yours. Check terms in Glossary. Add definitions to web. Read paragraph three. Discuss the implications of the statement.

   - Your physical self: Read to find definition of 'body image'. Add term to web.

   - The world around you: Read section and add new information to web.

   - How other people see you: Read paragraphs three and four (pp. 24-25). Add 'Projected Image' to web. Discuss 'Self-disclosure' and add to web. Continue reading pages. Study model. Do Challenge (p. 26).

   - The people, things, ideas you value: Read text and discuss. Do Self-talk. A transparency could be used to extend list and identify the selected values.

   - Your interests and abilities: Look at the cartoon. What's the message? Read text; define 'skills' and add 'Skills and Abilities' to web. Respond to questions in the last paragraph. Do Self-talk. A transparency may be used to rank abilities according to interest and competency.

   - The way you think, feel, and act: Read text. (The RAP strategy from SPELT is suggested for use with this material.) Add 'Temperament' to web. Do Self-talk as directed.

c. Enhancing Self-Esteem

(To be done before students use the text.) People talk about enhancing self-esteem. Why? Have students generate a list of strategies/ways of enhancing self-esteem

Turn to text. Do you agree with the first statement? What other factors influence self-esteem and can be controlled? Let's read to find out what the authors say. (Teacher should read this section aloud.) Add any new information to web. Relate students' strategies for enhancing self-esteem to those posited in the text. (Strategies may be placed on web.)

d. Setting Goals, Meeting Challenges

Have students read and respond to the first three statements on page 31. Do you agree? How is it that the statement is true? Read last paragraph and proceed to Case Studies. Do as directed.

e. Above All, Have Faith in Yourself

Discuss the difference between your self-concept and who you would really like to be. What is the term used to define the self you would really like to be? Add 'Ideal Self' to web. Check definition in Glossary. Do Self-talk as directed.

f. Chapter Review

Awareness and understanding: Review web. Elaborate orally. (See sample post-reading semantic web, p. 205.)

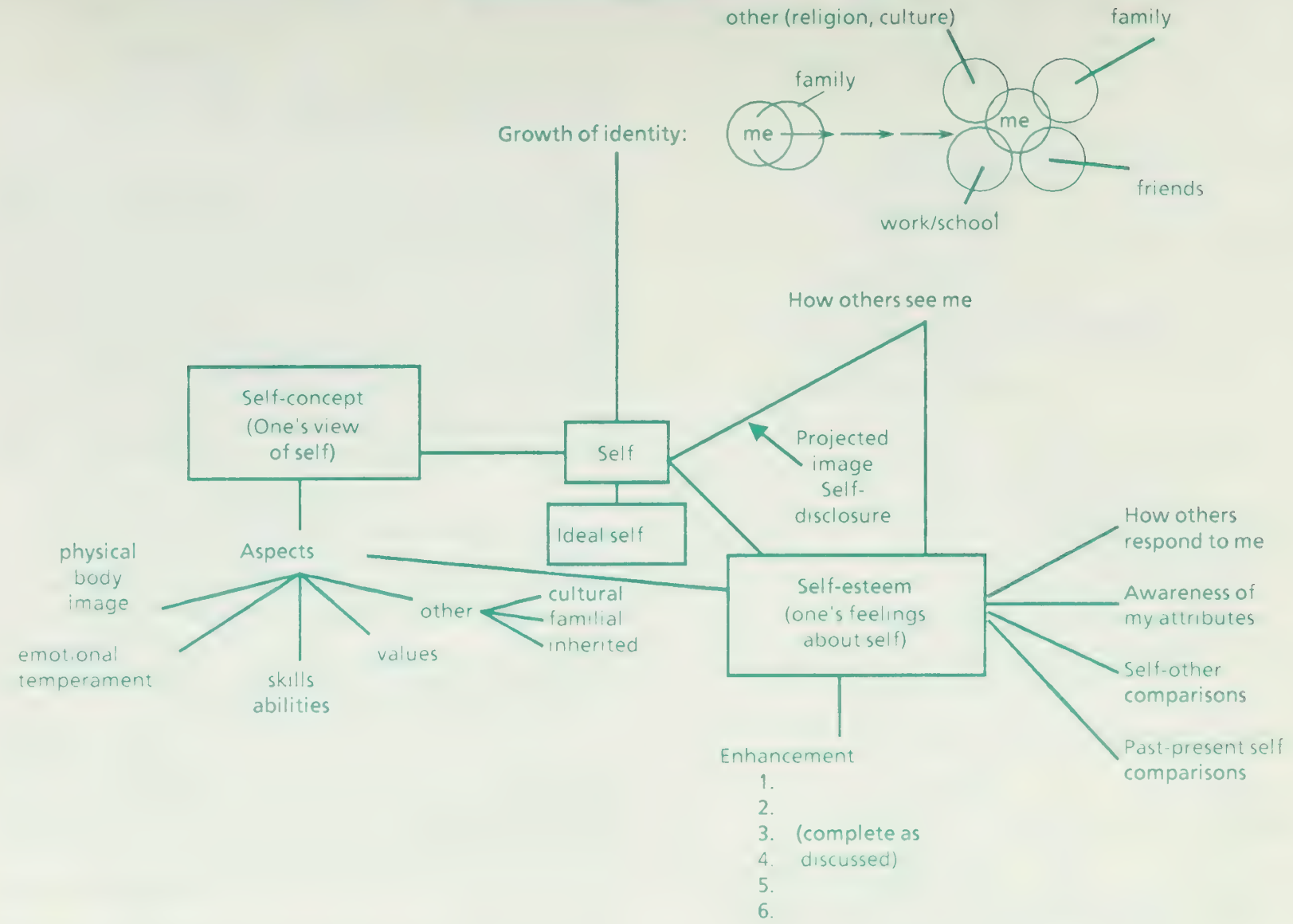
In your journal: Do as directed.

Expanding your knowledge: Students select an assignment of interest to them.

B. Independent Reading

See suggestions from Chapter 1, p. 202.

Sample Post-Reading Semantic Web



Chapter 3: Choices and Challenges

Pre-Reading Activity

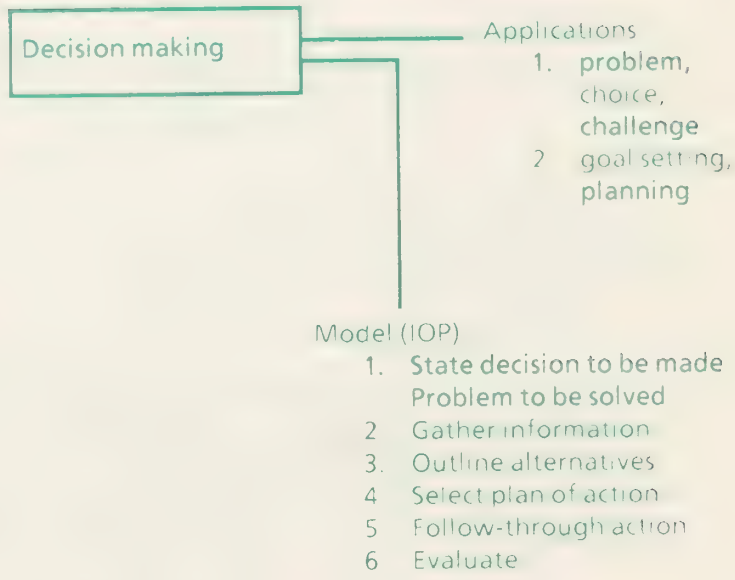
Have students list, in order, the events that have so far occurred in their day, from getting up in the morning until this point in class. Then have students determine who made the decision related to that event. Was there another background party/factor involved?

e.g.,
- alarm woke me at 7:00 a.m.: I set alarm - school -
- got dressed: I decided what to wear - friends - economics
- had breakfast: mother -
- brushed my teeth: habit -
- caught the bus: school -
- talked to friends: I - friends - circumstances -
- went to class: school - teacher -

Discuss basis of decisions: deliberate, thought-through; impulsive; opinion of others; habit; luck; rules; time; body; etc.

Begin construction of web by placing 'Decision-making' in the central rectangle. What decisions are best made by deliberate planning and decision making? Why is this a good way for you to make decisions at this point in your life? Add types of situations requiring deliberate, planned decision making to web as they are discussed by students. Do you remember the decision-making model you learned in IOP courses/Health and Personal Development Skills course? Record on web. Why did you learn a way of/or a plan for, making decisions? Of what use is it?

Sample Pre-Reading Semantic Web



Processing Content of Chapter 3

A. Teacher Assisted Walk-through Method

1 Establish Purpose

a. Relate to last question. Why use a model for decision making?
b. To elaborate web.
c. To relate information to student issues/questions generated during theme planning session.

2. Process Text (see Note, p. 199)

a) Introduction

Look at picture. What do the guidepost signs indicate? What is the message implied in the girl's self-talk?

b. Setting Goals

What do you think will be discussed in this section? Add 'Long-' and 'Short-term' goals to web. Check term 'goal' in Glossary and check for understanding of 'long' and 'short' term goals.

Have students follow through with the goal-setting model as charted. Relate this to the decision-making model recalled from previous courses, as indicated on web. Could you suggest another title for this chart?

c Learning About Learning

Teacher reads text aloud, as students follow in their texts. Discuss 'learning styles' and check definition in Glossary. Have students respond to the closing questions in the fifth paragraph of the section (pp. 38-39).

Do Self-talk. Adapt instructions to permit the use of a transparency. Allow students to use abbreviations; e.g., vis. lang. (visual language).

d Making Decisions

What is the message in the cartoon? Study the decision-making model. Compare with model on web. Do you think this is a better model? Why, or why not?

Do Case studies (p. 41). It is suggested that the teacher walk-through one case with students before they do one on their own.

Could you combine the model here with your former model and thus generate a more effective model? Have students record their chosen model on web. Read the first sentence on p. 40. How does the author define 'Decision'? Record definition on web

e. Thinking About Thinking (Metacognition)

Cite course activities in which students have recently been involved. Relate aspects of these activities to thinking skills, and apply labels. Do the same for thinking strategies and show how the students have combined thinking skills in the strategy they use. Label this activity as a metacognitive activity. Add 'Metacognition', 'Thinking Skills', and 'Thinking Strategies' to the web.

Turn to p. 43 and locate these three components on the diagram. What do attitudes have to do with thinking? Why is it important to be aware of our attitudes when we are problem solving or decision making? Add 'Attitudes About Thinking' to web. Examples of each dimension on p. 43 may be added to web or flagged for future study.

Do Challenge together (teacher and class).

Turn to p. 42. Look at the cartoon. What thinking strategy is illustrated? Discuss reference to Descartes (last paragraph). Discuss parallel statement: 'I do not think, therefore I am not.'

f Managing Time

What is time management? Is it important? Why?
Do Self-talk.
Before looking at chart on p. 45, have students generate some ways/strategies for good management of time. Then compare with the items on the chart on p. 45.

g Making Choices and Accepting Challenges

Read and discuss authors' statement: "Never before in history have young people faced such a range of possibilities or options as they do today."

Read last paragraph. Discuss sources of support. Students could make a list of local resources and how to access each.

Do Self-talk as directed. (A good review of chapter.)

h Chapter Review

Awareness and understanding: Review web. (See sample post-reading semantic web, p. 209).

Orally elaborate. Do questions.

In your journal: Do as directed.

Expanding your knowledge: Do activity three.

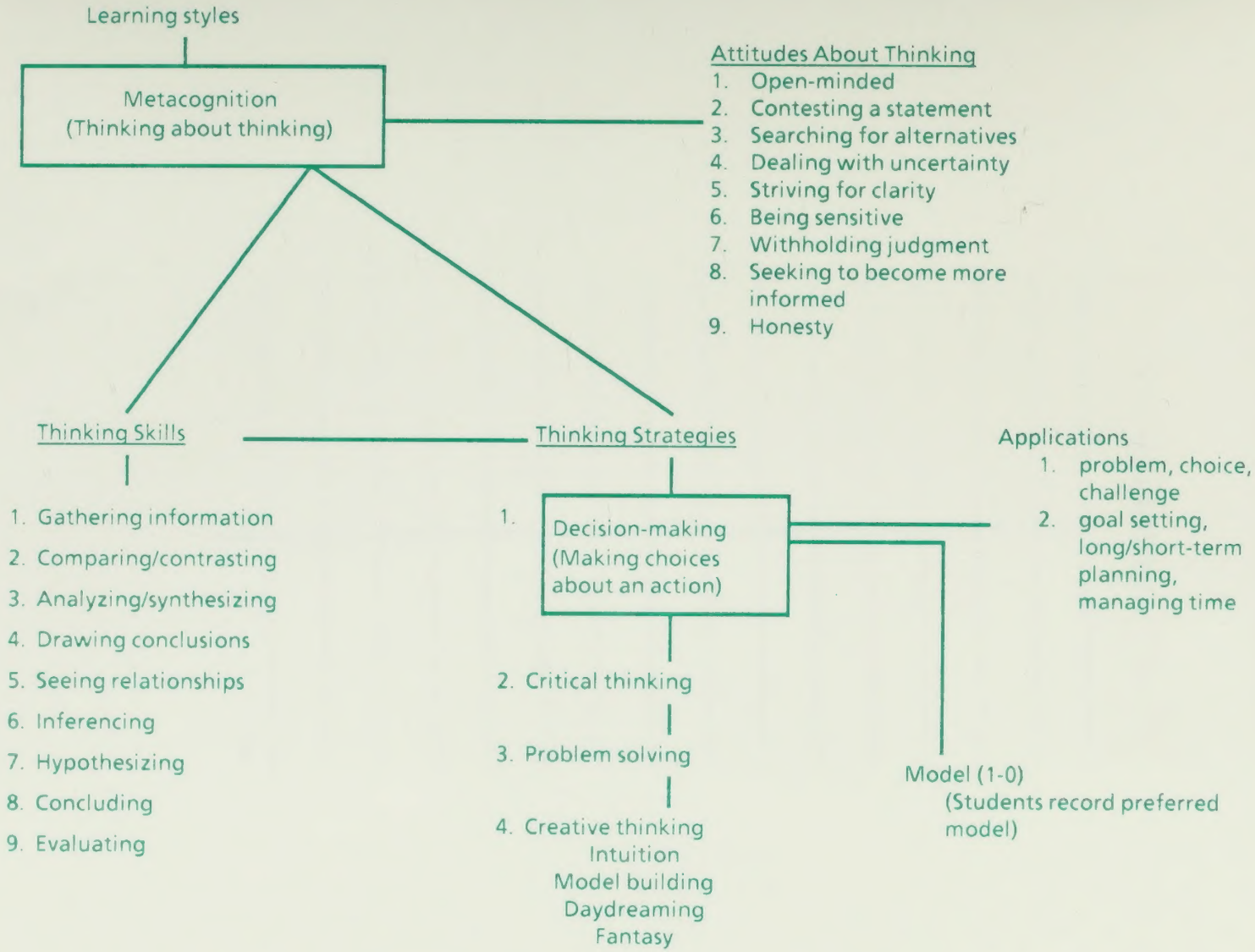
B Independent Reading

See suggestions from Chapter 1, p.202.

Theme Review

Making Connections

Self-management: Read summary statements and relate to issues/questions raised in teacher-class theme planning session. Trace the flow in the diagram. Do the activities. Use the diagram to relate to chapter content (theme page) and to the three webs for this theme.


Learning styles
Metacognition
(Thinking about thinking)
Attitudes About Thinking
1. Open-minded
2. Contesting a statement
3. Searching for alternatives
4. Dealing with uncertainty
5. Striving for clarity
6. Being sensitive
7. Withholding judgment
8. Seeking to become more informed
9. Honesty
Thinking Skills
1. Gathering information
2. Comparing/contrasting
3. Analyzing/synthesizing
4. Drawing conclusions
5. Seeing relationships
6. Inferencing
7. Hypothesizing
8. Concluding
9. Evaluating
Thinking Strategies
1. Decision-making
(Making choices about an action)
2. Critical thinking
3. Problem solving
4. Creative thinking
Intuition
Model building
Daydreaming
Fantasy
Applications
1. problem, choice, challenge
2. goal setting, long/short-term planning, managing time
Model (1-0)
(Students record preferred model)

HF 5381 A333 1988A GR-11
CAREER AND LIFE MANAGEMENT 20
TEACHER RESOURCE MANUAL 1988
CORE PROGRAM --
39969968 CURR HIST

000026481275

DATE DUE SLIP

F255